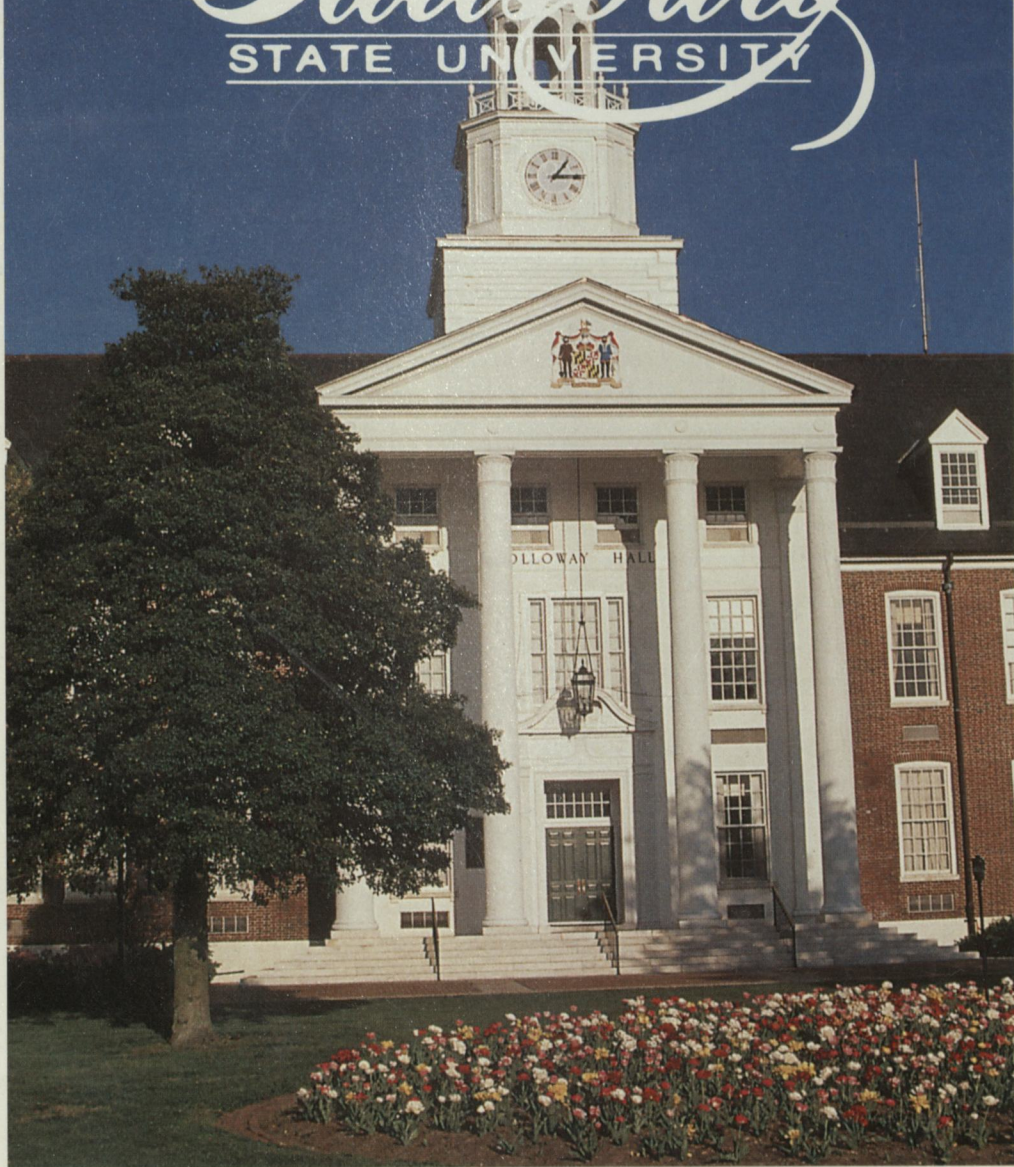


Salisbury

STATE UNIVERSITY



GRADUATE CATALOGUE

1994-96

Salisbury, Maryland 21801-6860

Table of Contents

University Calendar	4	Application for Diploma	22
General Information	5	Transcripts and Certification of Completion of Degree Requirements	22
Campus Map	6,7,8	Professional Certification	22
The University	9	Graduate Degree Programs	23
Mission Statement	9	The Master of Business Administration	23
History	9	The Master of Education	24
Location	10	The Master of Education in School Administration	25
Organization	10	The Master of Science in Nursing	26
Facilities	10	Cooperative Program—Salisbury State University and Widener University	27
Centers and Institutes	11	The Master of Arts in English	28
Alumni Association	12	The Master of Arts in Psychology	28
Services, Policies and Procedures	13	Courses of Instruction	31
General Information	13	Accounting	31
Programs and Services	13	Anthropology	31
Policies and Procedures	16	Art	31
Graduate Study	17	Biology	31
Graduate Studies Mission Statement	17	Business Administration	32
Objectives	17	Chemistry	33
Admission to Graduate Study	17	Communication Arts	34
Admission to a Master's Degree Program	18	Computer Science	34
Non-Degree Students and Non-Degree Credit	18	Education	34
Continuous Registration	18	English	39
Admission of International Students	18	French	42
Office of the Registrar	19	Geography and Regional Planning	42
Registration	19	Health	43
Graduate Credit During Senior Year	19	History	43
Transfer Credit	19	Mathematical Sciences	45
Inter-Institutional Registration	19	Music	45
Faculty Advisory System	19	Nursing	47
Catalogue Selection	19	Philosophy	48
Time Limitation	20	Physical Education	48
Course Load	20	Political Science	49
Class Attendance	20	Psychology	49
Course Numbering System: Graduate Credit	20	Social Science	51
Grading System	20	Social Work	51
Repeating Enrollment	20	Sociology	52
Academic Standards	21	Spanish	52
Appeal Process	21	Graduate Study Administration	53
Academic Dishonesty	21	The Graduate Council	54
Procedure for Handling Cases of Alleged Academic Dishonesty	21	Graduate Faculty	55
Financial Assistance	22	Application for Admission to Graduate Study	61
Graduate Assistantships	22	Residency/Domicile Information	63
Tuition and Fees	22		
Change of Address	22		
Official Withdrawal and Refund Procedures	22		

University Calendar

FALL SEMESTER 1994

September 7
November 23-25
December 16
December 18
December 19-23

Wednesday • Classes begin.
Wednesday-Friday • Thanksgiving vacation.
Friday • Classes end.
Sunday • Commencement.
Monday-Friday • Final exams.

WINTER TERM 1995

January 3
January 27

Tuesday • Classes begin.
Friday • Term ends.

SPRING SEMESTER 1995

January 30
March 20-24
May 12
May 15-19
May 20

Monday • Classes begin.
Monday-Friday • Spring break.
Friday • Classes end.
Monday-Friday • Final exams.
Saturday • Commencement.

SUMMER SESSION 1995

Dates to be published in the *Summer Session 1995 Bulletin*.

FALL SEMESTER 1995

September 6
November 22-24
December 15
December 17
December 18-22

Wednesday • Classes begin.
Wednesday-Friday • Thanksgiving vacation.
Friday • Classes end.
Sunday • Commencement.
Monday-Friday • Final exams.

WINTER TERM 1996

January 2
January 26

Tuesday • Classes begin.
Friday • Term ends.

SPRING SEMESTER 1996

January 29
March 25-29
May 10
May 13-17
May 18

Monday • Classes begin.
Monday-Friday • Spring break.
Friday • Classes end.
Monday-Friday • Final exams.
Saturday • Commencement.

SUMMER SESSION 1996

Dates to be published in the *Summer Session 1996 Bulletin*.

General Information

Mailing Address

Salisbury State University
1101 Camden Avenue
Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission to Graduate Study Dean of Admissions

Transcript of Record and Registration Registrar
Business Matters Vice President of Business and Finance

General Matters Director of Public Relations

Telephone Number

Area Code (410) 543-6000
Office of Admissions (410) 543-6161
Office of the Registrar (410) 543-6153
FAX (410) 543-6068
TTY (410) 543-6083

Notice to Students

This catalogue is a guide for information and not a contract. The University reserves the right to change requirements for degrees, prerequisites, fees, scheduling and related matters. All changes are implemented such that any new curricular requirements will work no hardship on a student who has entered under an earlier set of requirements. Official listings of course offerings are provided in the *Schedule of Semester Course Offerings* which is published biannually by the Office of the Registrar for those periods designated for semester registration.

Family Educational Rights and Privacy Act

Salisbury State University will assume the right, under the provisions of the Family Educational Rights

and Privacy Act, to provide student directory information without prior consent of the student. Directory information is defined as a student's name, local address (if listed), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

In the event a student wants more or less than directory information released, please notify the Dean of Students Office, Guerrieri University Center.

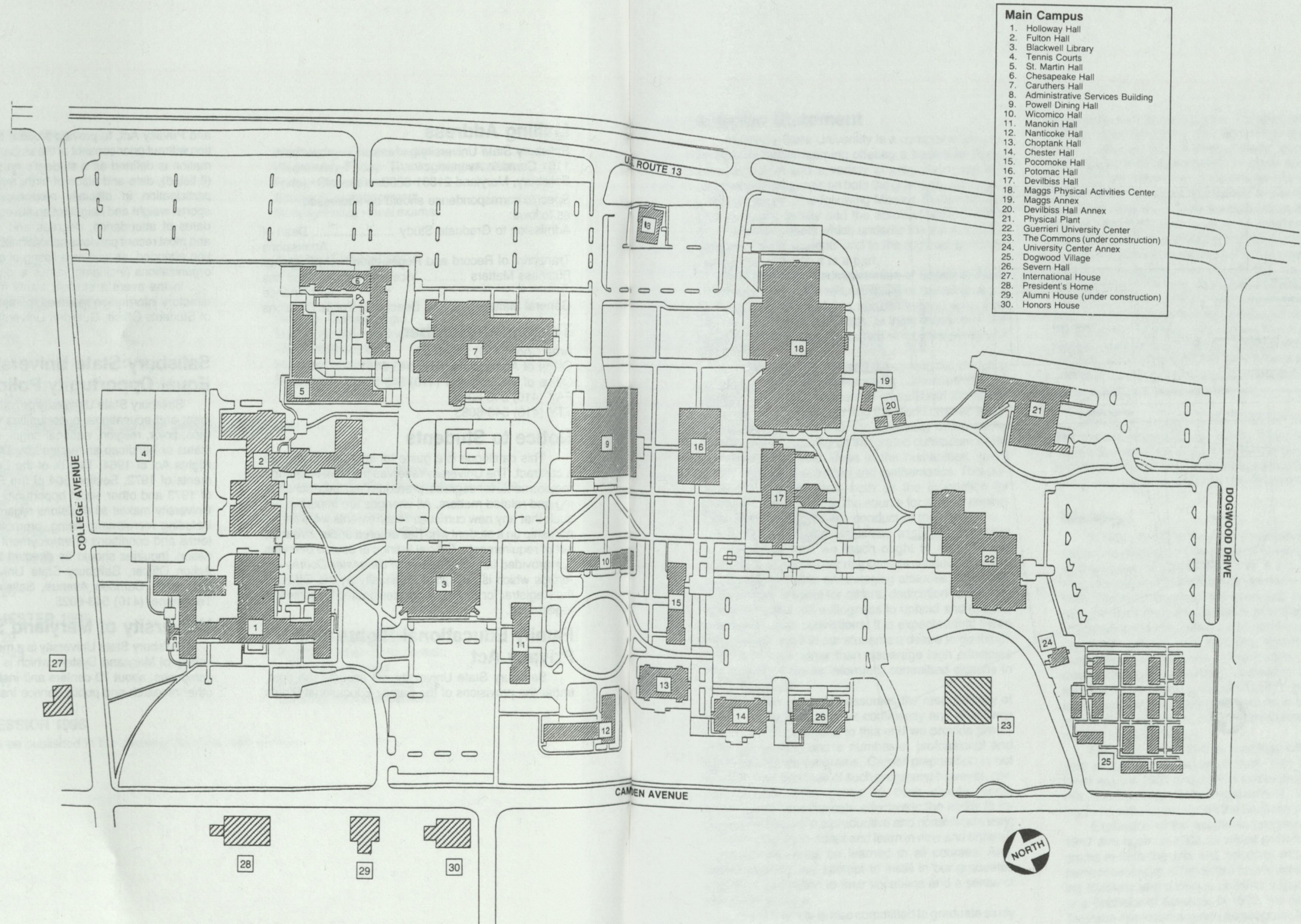
Salisbury State University Equal Opportunity Policy

Salisbury State University provides equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status or handicap as required by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other equal opportunity regulations. The University makes all decisions regarding employment including recruitment, hiring, promotion and all other terms and conditions of employment without discrimination. Inquiries should be directed to the Affirmative Action Officer, Salisbury State University, Holloway Hall, 1101 Camden Avenue, Salisbury, MD 21801. Telephone: (410) 543-6025.

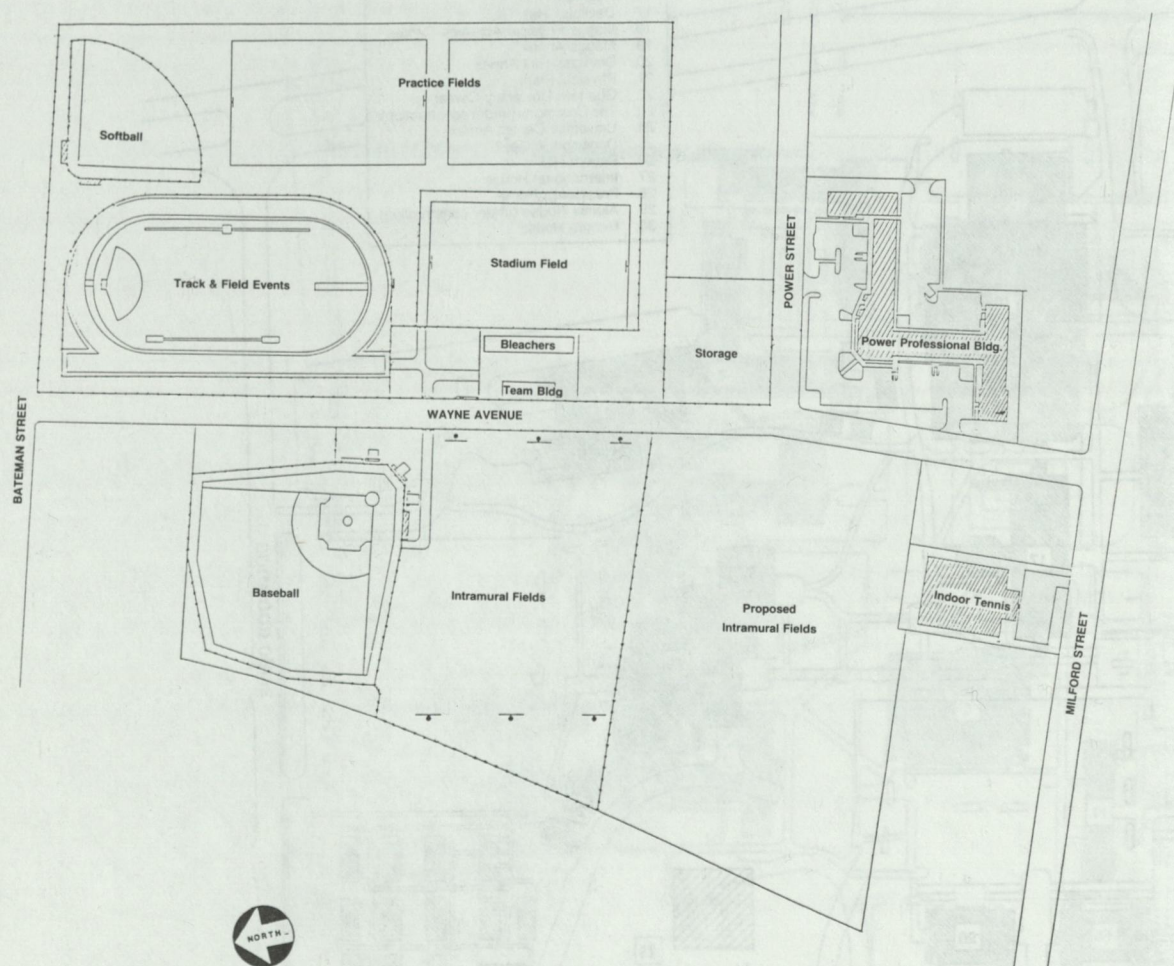
University of Maryland System

Salisbury State University is a member of the University of Maryland System which is comprised of 11 campuses, about 70 centers and institutes, and three other research and public service institutes.

Campus Map



East Campus



The University

Mission Statement

Salisbury State University is a comprehensive institution of higher learning offering a traditional liberal arts curriculum and a variety of preprofessional and professional programs on both the graduate and undergraduate levels. The following Mission Statement, approved by the faculty and the administration in 1984, expresses the ideals which underlie the service of the University to its students and to the regional and state community of which it is a part.

The faculty and administration of Salisbury State University accept the responsibility of fostering in our students an ability to obtain, understand and accurately assess information and ideas, to think reasonably and independently and to speak and write intelligently and effectively.

In order to give focus and direction to the students' courses of study, the University is committed to introducing students to a system of ideas about the nature of humanity, the universe and the world created by art and thought. To this end, the University offers as the cornerstone of learning an integrated curriculum which examines the salient ideas in the humanities, social sciences, natural sciences and mathematics. This curriculum serves students both as the foundation for specialized study and as the source for a set of convictions which can guide the conduct of their lives.

Furthermore, the University assumes that what we teach and how we teach ought to foster in our students a disposition for responsible conduct. As such, we are committed to encouraging attitudes of integrity and fairness, respect for others, dedication to the pursuit of truth and the willingness to uphold and to challenge one's own convictions. It is expected that these attitudes will instill in our students a desire to do things well, to sustain rather than disparage high principles and to participate as informed, committed citizens in the public forum.

The University also assumes the responsibility of preparing students to work confidently and effectively in their chosen careers; to this end we provide practicable counseling and a number of professional and technical degree programs. Career preparation is not the exclusive province of such programs; however, certain attributes—the power to think clearly, judge soundly and communicate effectively; the ability to interact with people in a productive and considerate way; and the capacity to adapt and learn in new and unfamiliar situations—must be learned in all courses. And, most important, we attempt to instill in our graduates a spirit of dedication to their vocations and a sense of service to society.

The University is also committed to graduate study

beyond the baccalaureate level. To help graduate students enrich and extend their knowledge and competence in their respective fields of study, the University encourages them to embrace an ethos dedicated to the continuing acquisition of knowledge and the pursuit of the intellectual ideal. We expect those engaged in graduate study to commit themselves to excellence through the consistent exercise of coherent thought, sound judgment and effective communication.

The University recognizes that the students have needs and interests that go beyond the scope of academic life; therefore, we provide additional services and sponsor extracurricular and cocurricular activities which are consistent with the goals and purposes of the institution. Services that support the physical and mental health of the students—and activities such as student government, athletics and cultural events that enhance their lives—are sponsored by the University as necessary components of the education of the whole person.

Finally, we recognize the important contribution that the University and our faculty make to the local region; therefore, we provide to the surrounding community, when and where feasible, the cultural, social and professional resources of the University.

History

In 1922, the state Legislature established a commission to determine a location for a two-year college on the Eastern Shore of Maryland. A site at Salisbury was selected and the institution opened in September 1925. Since its founding, the University has successfully met the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences, and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work. In addition, the University's graduate division offers master's degree programs in business administration, education, school administration, English, nursing and psychology.

Originally authorized as a college offering a two-year program, the course of study was increased to three years in 1931 and in 1934 to four years. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

Expansion of the academic program occurred in 1947 and again in 1960, at which point four-year programs in both the arts and sciences with majors in a number of academic fields had been developed, providing students with a choice of either a Bachelor of Arts or a Bachelor of Science. In 1962, the State Board of Trustees approved a graduate program leading to the

Master of Education. This was followed in 1974 with a Master of Arts in English, in 1975 a Master of Arts in psychology, in 1981 a Master of Business Administration, in 1982 a Master of Science with a major in nursing and in 1994 a Master of Education with a major in public school administration.

In 1988, the state Legislature approved the name change from College to University. Today, Salisbury State University stands as a nationally accredited four-year multipurpose liberal arts university offering 34 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

Location

Salisbury State University is located on U.S. Route 13 at the southern edge of Salisbury, which has a metropolitan population of 70,000 and lies 30 miles west of Ocean City, MD, 115 miles southeast of Baltimore and Washington, 125 miles south of Philadelphia and 125 miles north of Norfolk, VA.

Organization

Responsibility for the administration of the University is assigned to the president who is appointed by the Board of Regents of the University of Maryland System.

The president is assisted in the administration of the University by the provost and the executive vice president. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The academic courses and programs of the University are offered in the Franklin P. Perdue School of Business, the School of Education and Professional Studies, the Charles R. and Martha N. Fulton School of Liberal Arts and the Richard A. Henson School of Science and Technology. Deans, department heads and individual faculty members are responsible to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting, business administration, economics, management, marketing, and management information systems.

The School of Education and Professional Studies includes the faculties of education, military science, physical education and social work.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, English, history, liberal studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology and sociology.

The Richard A. Henson School of Science and Technology includes the faculties of biology, chemistry, environmental health, geography and regional planning, mathematical and computer sciences, medical technology, nursing, physics and respiratory therapy.

Facilities

The Administrative Services Building, situated at the Route 13 entrance, houses the Administrative

Services, Telecommunications, Work Experience and Public Safety offices.

Blackwell Library, located near the center of campus, houses 350,000 items in open stacks, including books, bound periodicals, government documents and a curriculum laboratory. The library subscribes to 1,600 periodical titles. The VICTOR online catalog provides access to 13 libraries in the University of Maryland System and allows direct borrowing of materials from these libraries by SSU students. The library also provides online and CD-ROM database searching facilities.

Caruthers Hall, situated near Route 13 to the right of the main entrance to the University, houses the Learning Center; department offices for leisure studies, social work and teacher education; classrooms; faculty offices; a 225-seat auditorium; and the Communications Center, which includes the public radio station WSCL.

The Computer Center is located on the first and second floors of Fulton Hall. The administrative computer system is a Digital Equipment Corporation VAX Cluster. The academic computer system with on-line terminals and printers is available to students in both the Computer Center and Devilbiss Hall. IBM PCs are also available in Devilbiss Hall, and there are three labs in Blackwell Library containing Apple IIe, IBM PC and PC-compatible microcomputers. Available in the Computer Center is a Cal Comp 1041 plotter. Two small additional rooms containing microcomputers and terminals are reserved for faculty use. A Scantron Optical Mark Reader used to process examinations, evaluations and surveys is also available.

Devilbiss Science Hall is located at the south end of the campus mall. In addition to 22 classrooms and 27 offices, it contains laboratories for biological sciences, chemistry, geography, physical science and physics. Special features in this building are a theatre-lecture hall seating 224 and a greenhouse.

Fulton Hall, the newest academic facility on campus, contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts and Music departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. Also located in Fulton Hall are the departments of Sociology and Political Science, the Computer Center, the dean's office for the Charles R. and Martha N. Fulton School of Liberal Arts, general purpose classrooms, a lecture hall and an art exhibition gallery. The University Art Gallery, located on the first floor, sponsors a diverse program of seven-to-eight art exhibitions each academic year.

Guerrieri University Center, located on Dogwood Drive, includes a lounge, snack bar, bookstore, meeting rooms, campus post office, commuter and resident mailboxes, games room, service desk, Dean of Students Office, the Center for Personal and Profes-

sional Development, an art gallery, student radio station WSUR and offices of student organizations and of minority affairs. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Holloway Hall, the administrative office building of the University, contains most administrative and faculty offices, some classrooms and the Franklin P. Perdue School of Business. Also in Holloway are a modern 776-seat auditorium and the Social Room.

The Honors House, situated adjacent to the campus, has offices, classrooms and social gathering areas for students enrolled in the Honors Program.

Indoor Tennis Center offers three courts for instructional, recreational and varsity team use.

The International House is located adjacent to the campus. The house serves as the residence for four students and provides a focal point for internationally oriented activities of international and native students, faculty and administrators.

The Learning Center, located on the second floor of Caruthers Hall, provides a range of services for students in need of academic assistance. The center provides diagnostic testing, individual and small-group tutoring, self-paced learning programs and formal courses in basic skill areas of reading, writing, mathematics and study techniques. The center is open daily for walk-in or referral visits.

Maggs Physical Activities Center includes a large arena, swimming pool, dance studio, Nautilus room, strength room, classrooms, offices, large multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

The Maintenance Building houses the Central Stores and the motor pool.

Outdoor Athletics Facilities include a multi-use stadium; varsity fields for baseball, field hockey, soccer and softball; practice fields; an all-weather 400-meter track; and 12 hard-surface tennis courts featuring plexipave surfaces with six lighted for night play. The baseball diamond features an Astroturf infield, the only one in the state.

Potomac Hall houses classrooms and faculty offices. The Modern Languages Laboratory is also located in this building.

Powell Dining Hall, located near the center of the campus, serves approximately 3,500 meals per day in its two diverse settings.

Power Professional Building, located by the athletic fields on the east campus, houses laboratories for medical technology, nursing and respiratory therapy; offices for computer science, mathematics and military science; and the Research Center for Delmarva History and Culture.

The President's Home is situated on a wooded knoll on the southern edge of the campus.

The Research Center for Delmarva History and Culture was formed by the merger of the Delmarva Historical Archives Center and the Folklore Archives at Salisbury State University. The center is dedicated to the preservation of the uniqueness of the history and culture of the Delmarva Peninsula. It is available to students at Salisbury State University, other scholars and researchers, and to the community at large. Collections include private papers, letters, diaries, business and land records, oral histories and folklife studies from and about the Delmarva Peninsula. The center is presently located in the Power Professional Building and is open during the academic year and by appointment.

Student Health Services, located in the south end of Holloway Hall, includes a waiting room, four treatment rooms, a combined utility room/laboratory and two offices.

Centers and Institutes

The Center for Economic Education is an affiliate of, and is supported by, both the State of Maryland's Council for Economic Education and the federal Joint Council for Economic Education. Its principal objective is to improve and expand the level of economic understanding of school children in Dorchester, Somerset, Wicomico and Worcester counties. The CEE offers workshops to area teachers to enhance their own understanding of the economy and to assist them in developing the economic content of social studies curricula.

The Center for Technology in Education, located within Caruthers Hall Suite 126, houses the Education Technology Lab and administrative offices. The center's purpose is four-fold: to provide basic training in computer-assisted instruction for classroom teachers and other educational personnel, to introduce teachers and other educational personnel to state-of-the-art technology for classroom and administrative applications, to perform research into the use of technology for classroom instruction, and to participate in program development to enhance technology literacy of school people throughout the nine-county region.

The European American Business Institute promotes cooperation between business schools and chambers of commerce in Europe and the United States. This alliance offers help to small and medium-sized enterprises in entering European and American business ventures. Business venture exploratory meetings have been held in various locations in the United States and abroad.

The Mid-Atlantic Sales and Marketing Institute, created by the Perdue School marketing faculty as a community service, provides marketing and related consulting services to both business and other organizations in the region. Funds raised by the institute support academic and instructional programs at the Perdue School.

Perdue Center for Professional Development provides quality education and training programs for regional business owners and other professionals using academic resources and existing business expertise. The center sponsors and conducts seminars

throughout the Eastern Shore. Special in-house customer training is also provided on a request basis.

Regional Technology Council stimulates and facilitates the development, application and commercialization of existing and emerging technologies on the lower Eastern Shore. The RTC coordinates the efforts of the business community, the educational system and the government to meet economic development needs. The RTC is operated under a grant from the Maryland Office of Technology Development.

The Small Business Development Center is a joint federal (Small Business Administration) and state (Department of Economic and Employment Development) project and is part of a national network of centers. The center's purpose is to provide expert counsel, advice and educational programs to small businesses in the region, as well as to individuals who want to start a new business. The SBDC serves all eight counties on Maryland's Eastern Shore and has offices in Wye

Mills as well as Salisbury. SBDC activities complement the function of the Small Business Institute (SBI), which is also housed in the Perdue School.

Alumni Association

The Alumni Association maintains ties with some 13,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The Alumni Association's objectives are: to develop and foster an abiding loyalty for Salisbury State University, to promote a professional and ethical spirit which will characterize SSU's alumni members, to encourage participation in all activities that pertain to the betterment and growth of the University, and to unite Salisbury State graduates and undergraduates.

The University Office of Alumni Relations serves as a liaison between the association, the University and alumni.

Services, Policies and Procedures

The first task of education is to endow students with knowledge and habits of mind which will enable and encourage them to act responsibly, intelligently and civilly at home, on the job, in the community—in other words, to be truly human in both the public and private spheres of their lives.

SSU Mission Statement
Amplified Version, 1983

General Information

Student programs and services exist at Salisbury State University to complement the academic mission of the institution which is to develop graduates who assume their responsibilities as citizens. Recognizing that much of citizen development takes place outside the classroom through student programs, activities, organizations and services, professional staff focus on enhancing the teaching/learning environment for students and faculty, and on advancing the personal development of scholars.

These goals are accomplished, in part, by services, programs and staff in the offices of the Dean of Students, the Center for Personal and Professional Development, Student Health Services, Guerrieri University Center, Minority Affairs, Public Safety, Housing and Residence Life, Campus Recreation, University Dining Services, Athletics, and Student Activities and Organizations.

Programs and Services

Alcohol and Drug Prevention Resource Center

The Alcohol and Drug Prevention Resource Center promotes alcohol and drug education by coordinating programming and prevention activities about alcohol, drugs and related issues. The center also maintains a referral network for agencies that offer services related to alcohol and drug issues.

Funded through grants from the Maryland Department of Transportation and the Alcohol and Drug Abuse Administration, the center is a regional resource center offering audiovisual listings, printed materials, instructional aids, program support and training services to students, the University community and the Eastern Shore of Maryland.

The center is located in Holloway Hall, Room 022 (downstairs from Student Health Services).

Blackwell Library

Blackwell Library offers intellectual support to the University through its collections of books, periodicals,

microforms, government documents and related services. The library has approximately 260,000 book volumes and subscribes to 1,600 periodicals.

The library provides direct on-line access to the library catalogs of Salisbury State and the other University of Maryland System (UMS) campuses through the VICTOR computer network. The VICTOR system permits SSU students, faculty and staff to borrow directly from other UMS libraries by allowing them to electronically place "Holds" on needed materials. In addition, VICTOR offers free access to UNCOVER, a periodical index, and to many other library catalogs and special databases.

Other Blackwell Library services include: CD-ROM access to ABI/INFORM, ERIC, ACADEMIC ABSTRACTS, SOCIAL SCIENCES INDEX and CINAHL; FIRSTSEARCH, a do-it-yourself on-line search service for many specialized databases; on-line searching by staff in the DIALOG system; and an interlibrary loan service for periodical articles and books not in the University of Maryland System. The library also provides photocopy machines, a typing room plus group and individual study rooms.

Book Rack

The Book Rack, located in the Guerrieri University Center, provides students with the textbooks and supplies necessary for their classes. Textbooks are available for purchase approximately two weeks prior to the first day of classes. Return policy for books incorrectly purchased is as follows: They may be returned for the full purchase price **prior to the last day of Drop/Add only**, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. **All returns are subject to the discretion of the management.**

The Book Rack also carries a large selection of reference and general reading books. Also featured in the store is a variety of SSU-imprinted clothing and giftware. Specialty shops include the Greek shop and the computer/electronics shop. Hallmark cards, snacks, health and beauty items, CDs and tapes, and film processing provide additional services to the student. With proper identification, personal checks, VISA and MasterCard are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community with the opportunity to participate in a variety of formal and informal activities. These activities encompass team sports, individual and dual sports, outing activities and competitive and noncom-

petitive activities. In addition to the obvious benefit of physical fitness, it is hoped that participants also will obtain from this program improved skills, new and life-long friends, some self-satisfaction and enjoyment, life-long leisure-time skills, and social and ethical qualities (cooperation, trust, regard for others, etc.). These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

More information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 30 different intramural events throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include: billiards, box lacrosse, five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, poker run, racquetball, sand volleyball, splash and dash, soccer, softball, sports trivia, table tennis, tennis, three-on-three basketball, turkey trot, volleyball, walleyball and water polo.

Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include: cycling, floor hockey, golf, ice hockey, martial arts, men's rugby, outdoor, sailing and weightlifting.

Recreational Facilities

Facilities available to all SSU students include: a strength room, Nautilus center, dance studio, racquetball courts, pool, gymnasium areas, indoor and outdoor tennis courts, playing fields, track and locker rooms. A schedule of open times can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center.

Center for Personal and Professional Development

Recognizing that, at some point during their time spent at SSU, most students have concerns of a personal, interpersonal, academic or vocational nature, the Center for Personal and Professional Development provides students with personal counseling, career planning and job placement services.

Counselors at the center can assist students in resolving issues which may be interfering with personal growth or academic progress. When appropriate, students may be referred to other departments or agencies. The counselors also conduct outreach programs throughout the year designed to promote personal ef-

fectiveness and growth. Typical issues include stress management, test anxiety, depression, eating disorders and relationships.

The Center for Personal and Professional Development also helps students and alumni to define and pursue career goals. Available career planning and job placement services include:

Career Planning Services

Career Counseling:

- Selection of a University Major
- Developing a Career Path
- Changing Career Directions

SIGI PLUS, Computer-Assisted Career Exploration System

Occupational Interest Testing

Personal Career Planning Course: GENL 110 - (two credits)

Career Planning Workshops:

- Resume Writing
- Interview Skills
- Graduate Schools
- Selecting a University Major

Job Placement Services

Job Placement Counseling:

- Resume Preparation
- Interview Skills
- Job Search Procedures
- Employer Identification

Job Alerts

On-Campus Recruiting

Credential Service

Career Library:

- Salary Data
- Graduate School Catalogs
- Company/Organization Information

The Center for Personal and Professional Development is located on the second floor of the Guerrieri University Center. Appointments can be made in person or by telephone. All counseling is confidential and free of charge.

Computer Center

The Computer Center is located on the first and second floors of Fulton Hall. The administrative computer system is a Digital Equipment Corporation VAX Cluster. The academic computer system with on-line terminals and printers is available to students in both the Computer Center and Devilbiss Hall. IBM PCs also are available in Devilbiss Hall and there are three labs in Blackwell Library containing Apple IIe, IBM PC and PC-compatible microcomputers. Available in the Computer Center is a Cal Comp 1041 plotter. Two small additional rooms containing microcomputers and terminals are reserved for faculty use. A Scantron Optical Mark Reader used to process examinations, evaluations and surveys is also available.

Dean of Students

The Office of the Dean of Students and Student Affairs Division provide a variety of programs and services which complement the academic mission of the

University and create opportunities for personal growth. Offices within the division include the Center for Personal and Professional Development, Student Health Services, the Alcohol and Drug Prevention Resource Center, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Minority Affairs and Campus Recreation.

Dining Services

University Dining Services (UDS) proudly provides diverse dining experiences for the convenience of students and offers dining selections that are varied, creative and nutritionally sound.

Powell Dining Hall is the hub of activity of Dining Services, housing the two main dining rooms which provide both cafeteria and buffet dining. Through the Festival of Foods, Dining Services enhances the excellent daily bill of fare with specialty meals.

The Gull's Nest, located in the Guerrieri University Center, offers a variety of breakfast and deli services including sandwiches, burgers, pizza, salads, etc. The Gull's Nest operates regularly Monday-Friday and is available for special events as coordinated through student organizations.

Many groups and campus organizations utilize University Dining catering services for everything from box lunches to formal sit-down dinners.

Disabled Student Services

In an effort to assist each student in reaching his or her full potential, Salisbury State University seeks to aid those students with special needs as they function in the classroom and live day-to-day on the campus. Students capable of academic success, regardless of their disabilities, are admitted to Salisbury State. Faculty and staff work cooperatively to assist students with special needs in their educational endeavors and adjustment to the campus community.

Salisbury State University is recognized as a barrier-free campus. Residence hall space for disabled students is available in six of 10 buildings.

Prospective students are encouraged to visit the University to become familiar with the campus and meet the support staff prior to making their final acceptance decision. The Dean of Students Office welcomes inquiries from students with special needs.

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by being instrumental in helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center also provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include a lounge, quick service restaurant, bookstore, meeting rooms, campus post office, commuter and resident mailboxes, games room, service desk, the Dean of Students Office, the Center for Personal and Professional Development, the Minority Affairs Office, an art gallery, student radio station WSUR and offices of stu-

dent organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

International Student Services

This office was created in order to satisfy the needs of an expanding population of international students on the campus. The services are coordinated by the Admissions and Dean of Students staffs.

The Admissions Office guides international students through the official process of admission, offers assistance in completing various documents required to gain and maintain approved status with the United States Immigration and Naturalization Service, and provides assistance with required test-taking, evaluation of credentials and placement.

The Dean of Students staff provides services in social and academic areas of students' lives. Orientation to campus and the greater Salisbury area, new educational methods, insurance assistance, and academic and personal counseling are all a part of introducing international students to their new way of life.

Additionally, an International House serves as a home to the International Group, a social organization which supports students and helps them adjust to American culture. The International House is located adjacent to the campus and is under the auspices of the Housing and Residence Life Office. The house serves as the residence for four students and provides a focal point for interests represented by international and native students, faculty and administrators. It is a location for many educational programs and social activities.

Minority Affairs

The Office of Minority Affairs was established in 1989 to complement efforts already demonstrated by the institution to ensure an academically successful and socially enjoyable experience for its minority student population. Minority Affairs assists minority students with their environmental adjustment task by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the minority population.

Services and programs provided reflect Salisbury State University's minority students' interests and concerns, and serve to enhance the intellectual and multicultural experiences of all students.

Activities sponsored represent a part of an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

Nontraditional Student Services

The 25+ Student Union was formed in 1989 to unify the large number of nontraditionally aged students on the SSU campus. The union assists nontraditional students in their orientation and adjustment to University life and helps them identify and use appropriate student support services. It also provides a meeting place for students to gather with others of similar age and concerns to discuss issues and share information.

Post Office

The campus Post Office, located on the first floor of the Guerrieri University Center, offers full postal ser-

vice to students. It provides window service from 8 a.m.-5 p.m., Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their identification cards.

Public Safety

The Office of Public Safety, located in the Administrative Services Building, can be contacted 24 hours a day. Campus Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

The Environmental Safety division ensures that the environment is free from hazards that may cause injuries to members of the University community. This is accomplished through periodic inspections of University buildings and grounds, and through campuswide involvement and information about fire and safety matters.

This office annually publishes a *Procedures, Policies and Services* brochure, including campus crime statistics. Copies and crime prevention materials are available upon request.

Student Health Services

Recognizing that good health is essential to effective learning, the University maintains a health service available to all full-time students (and part-time students who have paid a per semester fee). Student Health Services, located in the south end of Holloway Hall across from the library, provides **confidential** treatment of illness and injuries through a well-equipped facility and certified professional staff, including a physician, three nurses and three nurse practitioners with specialized training in university student health. Other services are available five minutes from campus at Peninsula Regional Medical Center, which includes a modern 380-bed facility and an emergency room open 24 hours a day, seven days a week.

Inpatient care, i.e. 24-hour infirmary service, is not provided by Student Health Services; however, nursing staff phone numbers are available at the switchboard in case of an emergency after hours. A nurse is "on call" on weekends (from Friday at 4:30 p.m. until Monday at 8 a.m.) via a pager system.

If a student contracts a contagious disease or acute illness, the family is notified and required to arrange for the student's care until recovery.

Prior to treatment in Student Health Services, each student is required to complete a health history form. An up-to-date immunization record is required of all students regardless of age. Failure to provide this information may result in the student being unable to register for classes.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students are urged to carry their own accident and health insurance since the University is not legally responsible for accidental injuries and resulting medical expenses. Students are encouraged to continue with their parents' coverage or to seek advice from an independent broker.

In addition to clinical services, a variety of co-curricular health promotion and educational programs are available.

Hours are posted each semester at Student Health Services.

Veteran Affairs

The Veteran Affairs Office provides service to veteran students, eligible dependents and active duty personnel. These services include application procedures, counseling, financial management and vocational rehabilitation. Initial contact for implementation of benefits should be directed to the Office of Veteran Affairs.

Policies and Procedures

Sexual Harassment Policy

Commensurate with its mission as an academic institution of high quality, Salisbury State University encourages an atmosphere of physical, psychological and social well-being which offers all members of the University community an environment that provides opportunity to work, learn and develop with the human dignity that caring people bestow on one another. There is no place in such an environment for intimidation or harassment of any kind; and more specifically, the University considers sexual harassment of both employees and students to be unacceptable behavior.

Salisbury State University has defined sexual harassment as unwelcome sexual attention, requests for sexual favors and other verbal or physical conduct of a nature which constitutes harassment when:

1. submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic evaluation;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; and/or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work/academic performance or creating an intimidating, hostile or offensive working and/or learning environment.

Vehicle Rules and Regulations

The University extends to students the privilege of driving and parking motor vehicles on the University campus. In return for this privilege, each student assumes the obligation of abiding by the rules and regulations of the University governing the use of motor vehicles on campus.

Each student who wishes to drive or park a motor vehicle on the campus must make application to do so at the time of academic registration. Application must also be made at any time following registration when a motor vehicle is brought onto the campus. A driver's license and state automobile registration card are required to register a vehicle.

Specific traffic rules and regulations are distributed to all students upon registration of a vehicle. It is the student's responsibility to thoroughly read and understand these regulations and to abide by them. Violations of the regulations will result in a fine and/or revocation of driving and parking privileges and/or possible impoundment of the vehicle at the student's expense. The University assumes no responsibility for the car and/or protection of any student's vehicle or its contents.

Vehicle registration is held in the Office of Public Safety, located in the Administrative Services Building, (410) 543-6222, Monday-Friday, 8 a.m.-5 p.m. Special hours for evening students are held the first full week of school from 6-7:30 p.m., Monday-Thursday.

Graduate Study

Salisbury State University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education, the Master of Education with a major in public school administration, the Master of Arts in English, the Master of Arts in psychology, and the Master of Science with a major in nursing. Graduate study is also available for teachers seeking to meet requirements for basic and advanced certification and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

During the fall and spring semesters, the majority of graduate students enroll for courses conducted in the evening program of the University. This program consists mainly of courses meeting once weekly throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses, open both to graduate students and advanced undergraduates, is also available in the regular daytime program. In addition, graduate study is available, in some programs, during the University's summer session and the winter term. Residence hall accommodations are available to graduate students only in the summer session and the winter term.

Requirements for admission to graduate study include a completed *Application to Graduate Study*, the application fee and official transcripts from all undergraduate institutions. Additional requirements vary by specific program.

The *Graduate Catalogue* is available upon request from the Office of Admissions.

Graduate Studies Mission Statement

The faculty and administration of Salisbury State University accept the responsibility of enhancing in graduate students the ability to obtain, understand and accurately assess information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury State University encourages students to expand knowledge and facility in their respective fields of study and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the capabilities, experience, professional involvement,

instructional performance, scholarly productivity and service essential for high quality. It is recognized that continual research activities and professional service are major contributors to the maintenance of graduate-level teaching competence.

The faculty believe that the substance and method of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to foster in students a desire for excellence, a reverence for high principles and the ability to participate as informed, committed citizens in the public forum.

The University prepares graduate students to work confidently and effectively in their chosen careers. It provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at whatever level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury State University provides college or university graduates with opportunities for professional advancement and personal enrichment through graduate study. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, to improve skills in pursuing independent study and to increase professional knowledge and ability through the study of new findings in areas of special interest.

The University also recognizes an obligation to college or university graduates residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

Admission to Graduate Study

Applications for graduate study will be considered for individuals who have completed requirements for

the bachelor's degree at a regionally accredited institution of higher learning or at an institution accredited by the Maryland Higher Education Commission. Students enrolled in their last semester prior to graduation for undergraduate study will be reviewed for admission provided that the most current transcripts are available. Admission to graduate study will be granted contingent upon the completion of the undergraduate degree prior to entering graduate study at Salisbury.

Students seeking admission to graduate study may obtain application materials from the Office of Admissions. A completed application will consist of the *Application for Admission to Graduate Study*, application fee and official transcripts from the baccalaureate granting institution and all institutions attended for graduate study.

The applicant must request the registrar of the undergraduate institution to forward an official copy of the undergraduate transcript, showing completion of baccalaureate requirements, and must request the registrar of all graduate institutions to forward official copies of graduate study directly to the Office of Admissions. Upon receipt of all application materials, the complete application will be reviewed and the applicant will be formally notified of admission status.

Admission to graduate programs is a two-part process which includes initial clearance to graduate study by the Admissions Office followed by the review for admission to a specific graduate program. Admission to graduate study does not constitute admission to a specific master's degree program. Applicants seeking admission to a specific master's degree program must submit the appropriate requirements for that program. To be admitted to a master's degree program a student must receive admission status to graduate study and meet the requirements for admission to a specific master's degree program. Upon admission to a master's degree program, the applicant will be a degree-seeking student. Non-degree students are students who have admission status but have not been admitted to a master's degree program. Admission to the University is granted without regard to race, color, sex, religion or national origin.

Admission to a Master's Degree Program

Those students indicating on their application forms an intent to pursue graduate study leading to a master's degree must meet the requirements for admission to the selected degree program. Students seeking information about a specific master's degree program should consult the "Graduate Degree Programs" section of this catalogue or address inquiries to the appropriate program director. Upon the student meeting such requirements, the program director will formally notify the student of admission to the degree program selected and will assign a faculty advisor who will assist in formulating a plan of study most appropriate for the student's needs.

Non-Degree Students and Non-Degree Credit

Students who have been admitted to the University for graduate study but who have not been admitted to

a master's degree program are considered as non-degree students. Those students may enroll in graduate courses with the approval of the appropriate program director.

Once accepted for graduate study, a graduate non-degree (GND) student may continue to enroll for graduate credit as long as all other academic regulations are satisfied. A maximum of nine semester hours of credit earned at Salisbury State University prior to formal admission to a master's degree program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program desired.

Continuous Registration

Students who are admitted to graduate study must maintain continuous registration by registering for at least one course every calendar year. If a student does not register for a course each calendar year, the student will be automatically withdrawn from graduate study and must apply for readmission. Readmission will require payment of the application fee, but will not require submission of any other documents if the readmission is sought within seven years from the time of initial admission.

Admission of International Students

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all documents required for admission by May 1 for the fall semester and September 1 for the spring semester.

Documents required for admission are:

1. an *Application for Graduate Study* form.
2. official or certified true copies of all grade reports, diplomas and academic records.
3. an *International Student Directory and Visa Information* form; and
4. a *Declaration of Finances* form.

All documents must be sent directly to the Office of Admissions by the institution at which such work was completed. Documents not written in English must be accompanied by English translations.

International graduate student applicants are also required to have their credentials reviewed by professional, external evaluators identified by Salisbury State University. The appropriate forms for such review will be sent to applicants early in the admissions process. Generally, international students must be admitted as degree-seeking students before admission would be granted to the University.

In addition, applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have the results forwarded to the Office of Admissions. Information on the test dates and test centers for the TOEFL may be obtained by writing to: Test of English as a Foreign Language, Box 899, Princeton, NJ 08540. A minimum of 550 on the TOEFL is required for admission.

Office of the Registrar

The Office of the Registrar, located on the first floor of Holloway Hall, is responsible for registration of all courses and maintenance of student records. The office publishes the *Registration Bulletin*, which contains a comprehensive calendar, registration procedures and a class schedule for each academic term. The *Final Academic Schedule*, published each semester, contains the final examination schedule in addition to an updated class schedule.

Registration

General Information

To receive academic credit for a course, a student must be officially registered for the course. Students must preregister or register during the periods indicated in the academic calendar or pay a late registration fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the *Registration Bulletin* for details regarding registration procedures and course offerings.

Graduate Credit During Senior Year

Salisbury State University undergraduates who are within six semester hours of completing requirements for the baccalaureate with a cumulative GPA of at least 2.75 (3.0 in business) and who have submitted the *Application for Admission to Graduate Study* and the application fee may register for up to six hours of graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, upon the approval of the appropriate program director or department chair. The hours of graduate credit taken under this arrangement cannot be applied to the undergraduate degree program.

Transfer Credit

On the recommendation of the faculty advisor, and with the approval of the master's degree program director, a student may transfer up to nine semester hours of graduate credit from other regionally accredited institutions, subject to the following conditions. Credits proposed for transfer must be directly related to the program in which the student desires to study and approved by the program director, acceptable for graduate degree credit by the home institution, and supported by an official transcript showing graduate credit earned with a grade of B or better.

Students planning to earn graduate credit at other institutions for possible transfer toward master's degree requirements at Salisbury State University will, in all cases, contact the program director and the Office of the Registrar and request the *Permission to Study at Another Institution* form. Students should give full particulars on the courses to be taken including a copy of the course description and the number of hours involved in course instruction, so that a decision can be made in advance regarding the acceptability of such credit for transfer. In each case, the student should make certain that classification as a "graduate student" has been obtained at the institution from which the

transfer of credit is expected. Credits earned by correspondence are not eligible for transfer. No credit will be awarded for any course taken before official approval to enroll in the course has been granted.

Transfer credit taken more than seven years prior to the date of graduation may not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on work taken at Salisbury State University.

Inter-Institutional Registration

Credit earned while a student is enrolled in the Inter-Institutional Registration with the University of Maryland System Institutions will be accepted as credit earned at Salisbury State University. Coursework and grades earned will be applied toward graduation requirements at Salisbury State University, and these grades will be counted in the SSU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program will register at SSU using the *University of Maryland System Application for Inter-Institutional Enrollment* form located in the Office of the Registrar. Policies and procedures for this program are available in the Office of the Registrar.

Faculty Advisory System

On admission to a master's degree program, the student is assigned to a faculty advisor in the appropriate field of study. The advisor's role is to help a student develop a valid plan of study and to recommend to the respective program director those candidates who have met program requirements for the master's degree.

The student is ultimately responsible for formulating a plan of study which satisfies University and master's program requirements while meeting personal and professional goals. In order to develop and schedule such a plan of study effectively, the student should meet with the faculty advisor upon admission to a degree program periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where the student and the faculty advisor agree to deviations from the program of study, such changes must be approved in writing by the advisor and the program director and entered as approved on the student's record.

Catalogue Selection

A student admitted to a master's degree program is generally allowed to satisfy graduation requirements as stated in any single *Graduate Catalogue* of the University which satisfies all of the following conditions:

1. The catalogue selected is in effect for the semester of the student's formal admission to a master's degree program, or is any subsequent catalogue, provided it does not predate the student's year of graduation by more than seven years.
2. The catalogue selected meets all requirements imposed by external agencies.

- The catalogue does not require the University to retain and/or provide disestablished policies, curricula or special facilities, or to continue to provide resources unnecessary for the completion of the existing academic program.

Time Limitation

All work toward the master's degree (including transfer credits and thesis, if applicable) must be completed within seven calendar years from the end of the academic term in which such work began. Transfer credit taken more than seven years prior to the date of graduation will not be counted toward a graduate degree.

Course grades will remain in effect for seven years. After seven years, grades will be recorded with the prefix of "I" to indicate they are "Inactive" and are no longer applicable to the graduate program or calculated into the student's grade point average.

Course Load

The unit of credit is based on the semester system. The minimal course load for a graduate student attending full time is nine credit hours per semester. Requests for course loads in excess of 12 per semester must be approved by the program director. Six hours credit is considered a full course load for the summer or winter session. Requests for course loads in excess of nine per summer session or six per winter session must be approved by the program director.

Class Attendance

Students are expected to attend all class meetings of courses for which they are registered unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course.

Course Numbering System: Graduate Credit

Courses at the 500 and 600 levels offer graduate credit exclusively. Courses at the 400 level appearing in this catalogue may be taken for graduate credit or for undergraduate credit. Graduate students enrolled in such courses are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the individual instructor to define precisely the quality and quantity of work that is expected from members of classes, both graduates and undergraduates.

Grading System

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries zero points. A cumulative grade point average of 3.0 on all work taken in pursuit of degree requirements is required for graduation.

Grades will indicate academic work as follows:

Grade	Quality Pts	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion
NR	0.0	Grade not reported by instructor
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/Withdrawal Failing
R	0.0	Repeated Grade; preceding a grade denotes that the course has been repeated
I	0.0	Inactive Grade; preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

The symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. This symbol generally becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from a course or from the University during the schedule adjustment period of the fall or the spring semester or during the schedule adjustment period of the summer session or the winter term. (For specific dates, students should refer to the University's "Academic Calendar.") For students who withdraw from the University after these deadlines, the symbols "WP" or "WF" are assigned to denote the students' status at the time of withdrawal. However, for students who withdraw from only a part of their course load after these deadlines but who remain registered for at least some part of their original course load, a grade of F will be recorded for each course dropped.

Repeating Enrollment

Students may not receive credit more than once for courses which cover the same content. Thus, while a student may repeat a course for the purpose of improving a grade received, the student can earn only one grade for the course. If a student repeats a course to earn a new grade, the last grade received for the course is used to compute the student's cumulative grade point average, whether that grade is higher or lower than the original grade received.

In several instances students may repeat courses and obtain new credit each time they take them. Many departments offer special topics courses in which the material covered changes each time the courses are offered. Where departments permit, students may take new credit each time they satisfactorily complete them.

Academic Standards

To remain in good academic standing, a student admitted to graduate study must maintain a cumulative grade point average of at least 3.0 on all graduate courses. If the cumulative average falls below 3.0 the student will be placed on probation. Dismissal from graduate study and a master's degree program is automatic if the grade point average is not restored to 3.0 by the time of completion of the next nine hours of credit following the semester in which the student drops below 3.0. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, a student dismissed for academic deficiency may be considered for **readmission** to the program from which dismissal occurred or to another master's degree program. *In no case will such readmission to graduate study be granted prior to one calendar year following the term of dismissal.* Such a student must submit the appropriate application form to the Office of Admissions not later than 90 days prior to the term for which admission is desired. In each case, *the application must be accompanied by a letter showing reasons for lack of previous academic success and indicating reasons why acceptable academic performance might be expected in the future.* Decisions on such applications will be made by the program director offering the degree program to which admission is requested.

Appeal Process

A student may appeal decisions made under the academic policies and regulations set forth in this catalogue. Prior to initiating the appeal process the student and the faculty advisor should confer. The appeal process shall be initiated upon written request by the student. An appeal regarding the program will be heard first by the program director. A classroom-related appeal will be heard first by the instructor. The appeal process then proceeds from department chair to school dean to the provost, then finally to the president.

Academic Dishonesty

The University expects all students to conduct themselves in accordance with the highest standards of personal integrity and academic honesty.

It is each faculty member's responsibility to maintain the standards of academic honesty in all matters related to the faculty member's coursework. The term "academic dishonesty" means a deliberate and deceptive misrepresentation of one's own work. Misrepresentations include but are not limited to:

- Plagiarism: presenting as one's own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests and quizzes: the wrongful giving or accepting of unauthorized exam material and the use of illegitimate

sources of information.

- Illicit collaboration with other individuals in the completion of course assignments.
- Use of fraudulent methods in laboratory, studio, field work or computer work.
- Other willful and deliberate acts generally recognized as being dishonorable and dishonest.

Procedure for Handling Cases of Alleged Academic Dishonesty

STEP 1: Faculty Action

Individual faculty members deal directly with any cases of academic dishonesty which arise in the faculty member's coursework. If a faculty member suspects a student of academic dishonesty, the faculty member will first advise the student of the accusation before imposing a penalty and allow the student an opportunity to question the accusation. The faculty member may then impose an appropriate written sanction, reflecting the seriousness of the act and ranging from an informal warning to, but not greater than, the issuance of a grade of F for the course and/or removal from the course. If the faculty member issues a grade of F for the course, notification of the action must be sent to the University judicial officer. If the faculty member feels the case warrants punishment beyond the issuance of an F grade for the course and/or removal from the course, the faculty member may appeal to the University judicial officer (as described in Step 3 below), provided that the faculty member requests such appeal within five calendar days of the faculty member's meeting with the student.

STEP 2: Student Action

A student who is accused of academic dishonesty by a faculty member may either accept the penalty imposed by the faculty member or request a conference with the University judicial officer in the Office of the Dean of Students. The request for a conference shall be made within five calendar days of the student's receipt of the written sanction referred to in Step 1 above.

STEP 3: Conference with the Judicial Officer

If, in the judgment of the faculty member, the alleged act of academic dishonesty warrants extreme sanctions, the faculty member may request that the matter be brought before the University judicial officer for consideration and recommendation for disposition, as provided for in Step 1 above. Similarly, if the student wishes to appeal the decision of the faculty member (as outlined in Step 2 above), the student may request a conference with the University judicial officer for consideration and recommendation for disposition.

In the event that either the faculty member or the student desires a conference concerning the matter, the University judicial officer shall meet with the parties concerning the matter, give consideration to differing views and make recommendations for disposition.

STEP 4: Formal Hearing, University Judicial Board

After conferring with the University judicial officer, the faculty member or the student may appeal to the University Judicial Board within five calendar days of such conference. The University Judicial Board shall then convene to consider the appeal and render a decision.

Financial Assistance

A limited amount of financial aid in the form of graduate assistantships from the University and grants from the Maryland Other Race Grants Program is available each year to selected graduate students. Information concerning such assistance may be obtained from the Financial Aid Office.

Graduate Assistantships

Salisbury State University offers each year a number of Graduate Assistantships on a competitive basis. Information and application forms may be obtained from either the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate school dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

Tuition and Fees

Tuition for the 1994-95 school year, for graduate students classified as Maryland residents, is \$114 per semester hour for graduate credit. That for graduate students classified as out-of-state residents is \$127 per semester hour for graduate credit. In addition, a fee of \$15, payable at each registration, is assessed each graduate student residing out of state.

Also payable at each registration is a registration fee of \$26. The following additional fees, usually non-recurring, are also applicable for most graduate students: admission to graduate study, \$30; on-campus parking fee (payable once annually between September 1 and August 31), \$20; and academic services fee, \$10. A penalty of \$25 is charged for late registration.

There is a facilities fee of \$3 per credit hour for all graduate students.

It should be noted that tuition and fees are subject to change without notice by action of the Board of Regents of the University of Maryland System.

Change of Address

Each student is required to submit a *Change of Address* form at the Registrar's Office for any change of current address.

Official Withdrawal and Refund Procedures

Students are urged to note this information with care.

A graduate student who finds it necessary, after registration, to drop a part of his/her course load, or to withdraw from the University completely for that term, should in all cases complete the official drop or withdrawal form and submit it to the Office of the Registrar.

This assures the student that any refund due will be processed automatically, and that the change of registration will become a matter of record.

Students failing to comply with regulations governing official withdrawal and/or dropping of courses will receive a grade of F for courses from which they withdraw or drop unofficially, and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting forms necessary for the disbursement of refunds, appear regularly in the *Registration Bulletin for Undergraduate, Graduate and Continuing Education* and in the *Summer Session Bulletin* and the *Winter Term Bulletin*.

Application for Diploma

It is the responsibility of the individual graduate student to check with his/her faculty advisor to make sure that all degree requirements have been fulfilled and to make the necessary arrangements with the Office of the Registrar for graduation.

Each degree candidate must make application for his/her diploma. *The Application for Diploma* is available in the Office of the Registrar and must be completed and returned to the Registrar's Office **not later than the end of the drop/add period of the final semester before graduation.**

If the student fails to file the *Application for Diploma* by this deadline, graduation may be delayed one semester. Any student who finds it necessary to postpone graduation must submit a new *Application for Diploma* to the Office of the Registrar.

Transcripts and Certification of Completion of Degree Requirements

Transcripts of graduate records and certification of the completion of degree requirements may be obtained by contacting the Office of the Registrar. Certification of completion of degree requirements will be made only after all requirements are, in fact, completed and after the *Application for Diploma* is submitted. All financial obligations to the University must be met before a transcript will be issued.

Professional Certification

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state departments of education for information on the particular certification requirements they may wish to meet.

Graduate Degree Programs

The Master of Business Administration

The Franklin P. Perdue School of Business was created with a multimillion dollar enhancement fund to ensure that the programs offered by the school maintain a high level of excellence. The Perdue School is the largest center for business training and development at the university level and the only A.A.C.S.B.-accredited business school in this region. Key characteristics of the school are its emphasis on the entrepreneurial spirit, its blend of theoretical and applied study, and its close interaction between the business community and the classroom. The Perdue School is committed to superior teaching with a concern for students and their individual development as well as the employment of high quality faculty engaged in service and research. The M.B.A. program is designed to allow both recent graduates and experienced managers to complete the degree requirements at an individualized pace. Students may enroll on either a part-time or a full-time basis, with completion generally in three-to-five semesters, depending on enrollment status.

Admission

In addition to the general requirements for admission to Salisbury State University graduate study, described previously in this catalogue, applicants for admission to the M.B.A. program must have:

1. Completed the core of required undergraduate courses cited below or their equivalent graduate survey courses:
 - Principles of Accounting I and II
 - Macro- and Micro-Economic Principles
 - Financial Management
 - Principles of Management
 - or
 - Management and Organizational Behavior
 - Principles of Marketing
 - Elementary and Intermediate Business Statistics
 - Legal Environment of Business
 - Production Management
 - Management Information Systems

In addition to the above required courses, prospective M.B.A. candidates must have a course in finite math, applied calculus or an equivalent college-level math course.

2. Submitted official transcripts of all prior college work.
3. Attained a total score of at least 950 points based on the formula 200 times the student's overall grade point average (on a 4.0 scale) plus the GMAT (Graduate Management Admission Test) score; or at least 1000 points based on the formula 200 times the upper-division grade point average plus the GMAT score. Applicants with at least a 3.0 overall grade point average or at least a 3.25 upper-division grade point average may enroll prior to taking the GMAT, provided space is available. No student

may register for a second term unless the GMAT score has been received by the Office of Admissions.

4. Obtained two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in business.
5. Submitted a resume including a statement of reason for pursuing the Master of Business Administration and a statement of career goals.

Provisional Admission

Provisional admission may be granted to applicants who have not yet completed the required core of undergraduate courses but whose grade point averages and GMAT scores meet the required total shown in the admissions formulas above. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying core requirements may be developed in consultation with the director of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with approval of the director, take a maximum of six semester hours of M.B.A. courses (600-level) while under the provisionally admitted status.

Provisionally admitted students must maintain a cumulative grade point average of at least 3.0 in undergraduate M.B.A. prerequisite courses and 500-level courses (combined) with no grade less than C.

Course Requirements

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete an approved program of 30 semester hours with a cumulative grade point average of at least 3.0 and with no grade lower than C. Of the 30 semester hours, 27 are required, while the remaining three hours are elective (i.e., electives within the M.B.A. program) and may be used for individualizing the student's program. The required courses are as follows:

	Credits
BUAD 620 Organizational Theory	3
BUAD 630 Economic Environment of the Organization	3
BUAD 635 External Environment of the Organization	3
BUAD 640 Managerial Accounting	3
BUAD 650 Corporate Financial Management	3
BUAD 660 Marketing Strategy	3
BUAD 670 Management Science Models	3
BUAD 680 Corporate Strategic Planning and Policy	3
BUAD 685 International Business Seminar	3

The M.B.A. curriculum has been arranged so that full-time M.B.A. students can finish the degree requirements in three semesters and the part-time M.B.A. students can finish in five semesters. All requirements for the M.B.A. must be completed within seven years of the end of the semester in which M.B.A. work began.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for qualified M.B.A. students. Applications for graduate assistantships may be obtained from the Office of Admissions or from the director of business graduate programs in the Franklin P. Perdue School of Business.

The Master of Education

The Master of Education (M.Ed.) is a professional degree designed for those students seeking advanced level preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of concentration. Some of the general objectives are as follows:

1. To provide school personnel an opportunity for personal and professional growth and development through graduate study.
2. To provide classroom teachers, administrators and specialists an opportunity to develop and improve competencies in their specific disciplines.
3. To provide candidates with an opportunity for additional preparation needed to advance to one of the more specialized roles in the schools.

Students seeking the Master of Education at Salisbury State University will complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of B or higher, with no grade lower than C, and no more than six credit hours of C in their programs.

In addition to the general requirement for admission to Salisbury State University graduate study, the student must make application for admission to the Master of Education program. Acceptance to graduate study does not constitute acceptance to the Master of Education program.

Admission

To be eligible for admission as a degree-seeking student to the Master of Education program at Salisbury State University, the prospective student must submit an application for admission including a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline. An undergraduate cumulative grade point average of 2.75 is required for full admission to the Master of Education program.

Credentials for admission to graduate study should be sent to the Office of Admissions. Credentials for admission to the Master of Education program should be sent to the School of Education and Professional Studies. Following the review of these materials, the Master of Education program director will assign those students admitted to the program a faculty advisor, and the director will formally notify the student of admission or denial to the program.

Prior to registration, it is the student's responsibility to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. During the student's first semester of registration, the student will submit the *Plan of Study* form for approval by the faculty advisor and the program director.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education graduate program director.

Course Requirements

The core requirements in the Master of Education program are designed to:

1. Encourage a spirit of inquiry that will enable students to design and interpret research.
2. Assist students in developing a theoretical background that applies to human development, learning and instruction, and evaluation.
3. Help students acquire an appreciation of historic traditions, broad cultural themes, and social trends affecting the dynamics of educational systems worldwide and scientific approaches toward the study of educational issues and their critics.
4. Provide students with the opportunity to develop an understanding of human relationships and how they affect both the teaching/learning process and the context in which schools operate, as well as develop interpersonal/group skills which will enhance their school effectiveness.

A core of 12 semester hours in foundation courses in education is required as indicated (it is strongly recommended that Education 502: Introduction to Research be taken at the outset of graduate study):

	Credits
EDUC 502 Introduction to Research	3
Choice of one of the following three:	
EDUC 500 Historical, Philosophical and Social Foundations	3
or	
EDUC 501 Comparative Education	3
or	
EDUC 510 Seminar: Recent Issues in Education	3
Choice of one of the following three:	
EDUC 508 Seminar: Research in Human Development	3
or	
EDUC 532 Measurement and Evaluation	3
or	
EDUC 545 Learning and Instruction in the Schools	3
Choice of one of the following three:	
EDUC 503 Classroom Management	3
or	
EDUC 504 Multicultural Education	3
or	
EDUC 584 Group Dynamics in Classroom Settings	3

In addition to foundation courses, each Master of Education candidate will select an area of concentration consisting of an approved 12 semester hours concentration, six hours of approved electives and a master's thesis or approved course substitute. Detailed descriptions of available courses and additional information concerning each area of concentration will be provided by advisors.

The area of concentration shall be selected from one of the following areas: counseling, early childhood education, educational administration and supervision, elementary education, mathematics, media and technology, music, psychology, reading education, or any one of the following secondary education specializations: English education, mathematics education, science education or social science education. At least six semester hours in the concentration shall be

selected from courses at the 500 level (i.e., available exclusively for graduate credit).

Areas of concentration will be determined by the student and the Department of Education advisor in cooperation with individual academic departments. The concentration in counseling is offered through a cooperative agreement with the University of Maryland Eastern Shore.

Students are additionally required to complete a thesis or an approved course substitute. Guidelines for these options are available in the Department of Education.

Those electing the thesis option will enroll in Education 530: Directed Research and will submit the completed project to the project director. They also must satisfactorily complete an oral examination on the project, to be scheduled through the faculty advisor after completion of the project.

The Master of Education in School Administration

The Master of Education in public school administration is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors. The program has been planned to include the knowledge, skills and opportunity for practice essential for the preparation of school leaders.

The Salisbury State University Master of Education program in school administration is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners; that is, they should possess a full understanding of the theories that guide practice in school administration. Most importantly, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Students in this Master of Education program should have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They should have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of different teaching and learning experiences.

The role of the University in preparing educational leaders should extend beyond the boundaries of the campus. The University should reach out to the community and establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as students are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are to:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.
2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for students to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

Admission

Students must first make application for admission to Salisbury State University graduate study. Following acceptance to graduate study, students must make application for admission to the Master of Education in school administration program. To be eligible for admission as a degree-seeking student to the M.Ed. in school administration, the student must:

1. Submit an application for admission, which will include two letters from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.
2. Provide evidence of at least two years (18 months) of satisfactory teaching performance.
3. Possess an undergraduate grade point average of 2.75.
4. Complete a writing sample at Salisbury State University in a setting supervised by a faculty member in the Master of Education in school administration program. The writing sample will be scored holistically and students will be informed of their level of achievement. Details regarding the administration and scoring of the writing sample are available through the Education Department.

The final step of the admission process is an interview. Applicants must meet with a faculty member in the M.Ed. in school administration program to discuss the student's professional goals and career objectives.

Provisional Admission

Selected students who do not meet the minimum requirements may be admitted on a provisional basis as space is available. They may register for a maximum of six credits per semester. During the first 12 credit hours, provisionally admitted students must achieve and maintain a grade point average of 3.0.

Students whose provisional status is linked to their achievement on the writing sample will be encouraged to seek help to improve their writing skills. A reassessment of writing skills will be given at the end of the first 12 credit hours and a decision regarding the student's full admission will be made at that time.

Course of Study

Following admission to the Master of Education in school administration program, and prior to registra-

tion for classes, the student is expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study. Because the program is designed to offer instruction to students who are members of a cohort, it is essential that this initial conference occur.

Students with non-degree-seeking graduate status will be considered for enrollment in cohort classes based upon availability of openings.

Course Requirements

Students seeking the M.Ed. in school administration will complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C in the program.

The M.Ed. in school administration is designed to meet state approval for a Maryland Administrator I certification. However, it is the responsibility of the student to understand and fulfill all state requirements and to make application to the state for certification. Students in states other than Maryland should consult with their state department of education to determine specific certification requirements.

Students in the M.Ed. in school administration cohort will take courses in the following sequence:

	Credits
EDUC 516 Public School Administration	3
EDUC 502 Introduction to Research	3
EDUC 550 Leadership and Change	3
EDUC 514 Curriculum Construction	3
EDUC 551 Evaluation Research Applications in School Administration	3
EDUC 517 Public School Supervision	3
EDUC 552 Group Dynamics in School Administration	3
EDUC 553 Financial Management in School Administration ..	3
EDUC 519 The Law and Public Education	3
EDUC 554 Personnel Administration in Education	3
EDUC 555 Internship in School Administration/Supervision ...	3

The Master of Science in Nursing

Graduate education in nursing builds upon generalized preparation at the undergraduate level and provides advanced role preparations and knowledge in a specialized area of nursing. Salisbury State University offers a master's program with a major in family nursing in rural areas, with functional role preparation in either nursing service administration or clinical specialization. The program also is designed to provide a basis for doctoral study in nursing.

Students seeking the Master of Science in nursing must complete an approved program of study, including a minimum of 39 semester hours of graduate credit with a cumulative average of 3.0 or higher and no grade lower than C. Students can enter the graduate nursing program through the traditional or the second degree track. The traditional program track is designed for students who have a B.S.N.; the B.S.-M.S. second degree track is designed for students who have a degree in another field of study and desire a B.S.N. and an M.S. in nursing.

All candidates for the Master of Science in nursing must complete a thesis and must take two semester hours in the following course:

	Credits
NURS 545 Research Development	1

Students and their advisors will select a thesis committee composed of three faculty members. At least one of these faculty members must be a member of the graduate faculty from the Department of Nursing. The thesis committee must approve the student's thesis proposal before the student initiates the research.

Upon completion of the thesis, an oral examination will be conducted by the thesis committee.

Guidelines for the thesis are provided by the department.

Traditional Program

Admission

In addition to the general requirements for admission to Salisbury State University graduate study outlined above, applicants for admission to the graduate program in nursing must meet the following requirements:

1. Completion of a National League for Nursing accredited baccalaureate degree program in nursing.
2. A grade point average of 3.0 on a 4.0 scale.
3. Submission of a clear statement of educational and professional goals.
4. Evidence of current RN licensure in Maryland.
5. Evidence of current malpractice insurance and CPR (C module) certification.
6. A copy of current curriculum vitae/resume.
7. Completion of undergraduate statistics course.
8. Provision of proof of current health examination.
9. Admission interview.

Course of Study

A minimum of 39 semester hours, approved by the department advisor and taken in the prescribed sequence according to the functional area selected, must be completed. The program may normally be completed in two academic years of full-time study. Part-time study leading to the degree is also available.

Each student will elect to take either clinical specialization or nursing service administration as a functional role. Once the choice has been made, the potential clinical specialist will take one of the following courses:

	Credits
BIOL 552 Advanced Human Physiology	3
or	
EDUC 472 Theory and Practice of Teaching Adults	3

and the potential nursing service administrator will take the following course:

	Credits
BUAD 535 Health Care Finance	3

B.S.-M.S. Second Degree Program

The Department of Nursing offers an accelerated track leading to the Master of Science with a major in nursing for non-nursing college graduates who wish to prepare for professional nursing roles and advanced clinical practice. The accelerated curriculum track acknowledges the educational, career and life experiences of the individual as well as interpersonal skills, intellectual abilities and maturity.

An individual must have completed at least a bachelor's degree from an accredited college or univer-

sity to be eligible for admission to the accelerated track. Students from all majors, including registered nurses with college degrees in other majors, are eligible to enroll. Applicants must complete prerequisite coursework or demonstrate mastery of the following subject areas: *elementary statistics, microbiology, and anatomy and physiology* (including all body systems). Students may choose to enroll in additional arts and sciences courses or complete independent study modules to strengthen their backgrounds in specific areas. Faculty advisors will assist prospective students to assess their learning needs and identify independent learning resources which are available to them through the school.

Admission

Applicants for admission must meet all University requirements for graduate study by the Office of Admissions.

Admission to the Department of Nursing is competitive and will be based on evaluation of the applicant's overall academic qualifications. In addition, to be considered for admission to this track the applicant must submit a completed Department of Nursing application and:

1. Hold a baccalaureate or higher degree in any major from an accredited institution.
2. Have a minimum cumulative grade point average of 2.75 on a 4.0 scale on all college/university courses completed prior to admission.
3. Submit a clear statement of educational and professional goals.
4. Have a personal interview with a faculty advisor.
5. Submit one additional academic and/or professional recommendation.
6. Provide proof of current health examination.
7. Provide evidence of current malpractice insurance and CPR (C module) certification.
8. Submit a copy of current curriculum vitae/resume.

To progress in this program track, students must meet all University and department requirements and:

1. Achieve a minimum grade of C in all required undergraduate courses and a minimum grade of B in all graduate-level courses.
2. Maintain a cumulative grade point average of at least 3.0 to progress to the final 30 semester hours of graduate coursework.
3. Be licensed as a professional nurse to progress to the final year of the program.

Advanced Placement for Registered Nurses

A minimum of 30 semester credit hours is required by the University for the second baccalaureate degree. Registered nurse students with bachelor's degrees in other disciplines may be eligible to receive credit by examination for selected undergraduate nursing courses, not to include the following courses:

	Credits
NURS 330 Conceptual Foundations for Nursing	3
NURS 450 Nursing Through the Life Cycle I	6
NURS 475 Nursing Process and Communities	5
NURS 495 Dimensions of Professional Nursing	4

(For description of undergraduate courses, see the *Undergraduate Catalogue*.) Registered nurses enrolled in this track may not receive advanced placement for graduate courses.

Course of Study

There are 83 semester credit hours in the course of study. The program is designed so that it can be completed in three academic years of full-time study. During the first year of the course of study, students enroll in undergraduate-level clinical and theory courses designed specifically for students in this track. In the second year students take undergraduate and graduate-level courses which enable them to complete the requirements for the B.S. in nursing. These courses also provide the foundation for advanced clinical practice in family health nursing in rural areas. In the final year students will select either a clinical specialization or nursing service administration functional role.

The baccalaureate degree will be awarded after successful completion of 48 semester credit hours (44 undergraduate credits, four graduate credits). The master's degree will require a minimum of 35 semester credit hours beyond those courses taken for the Bachelor of Science. The full-time student will normally complete the undergraduate degree requirements and be eligible to take the National Council Licensure Examination for registered nurses (NCLEX-RN) in four semesters. Students who follow the curriculum plan and meet the degree requirements will be eligible to receive the Master of Science with a major in nursing after two additional semesters of full-time graduate study and completion of a thesis/research project.

Course Requirements (Program Plans Available in Nursing Department)

	Credits
*BIOL 334 Pathophysiology	4
MATH 502 Applied Statistics	3
*NURS 330 Conceptual Foundations for Nursing	2
*NURS 340 Nursing Technologies and Health Assessment I ..	3
*NURS 341 Nursing Technologies and Health Assessment II ..	2
*NURS 450 Nursing Through the Life Cycle I	6
*NURS 451 Nursing Through the Life Cycle II	5
*NURS 456 Pharmacotherapeutics	3
*NURS 465 Nursing Process and Alterations in Health I	6
*NURS 466 Nursing Process and Alterations in Health II	6
*NURS 475 Nursing Process and Communities	5
*NURS 495 Dimensions of Professional Nursing	4
NURS 515 Epidemiology	3
NURS 516 Family Health Nursing I	5
NURS 517 Family Health Nursing II	5
NURS 538 Nursing Theories	2
NURS 544 Research Designs	3
NURS 545 Research Development	1
NURS 554 Administration in Nursing Service	6
or	
NURS 556 Clinical Nursing Specialization	6
NURS 525 Health Care Systems	2
NURS 552 Specialized Roles in Nursing	2
BUAD 535 Health Care Finance	3
(for administrative role)	
EDUC 472 Theory and Practice of Teaching Adults	3
(for clinical specialty role)	
or	
BIOL 552 Advanced Human Physiology	3
(for clinical specialty role)	

ELECTIVES (traditional - 3 credits; second degree - 5 credits)

*Undergraduate courses for B.S.-M.S. second degree track students

Cooperative Program—Salisbury State University and Widener University

Salisbury State and Widener universities have established a cooperative program to provide expanded

opportunities for specialized graduate education in nursing.

Through this program, students enrolled in the master's degree program at Salisbury State University may elect to receive advanced preparation at Widener University as clinical specialists in oncology nursing or burn emergency and trauma nursing. Students enrolled in the master's degree program at Widener University may elect to receive advanced preparation at SSU as clinical specialists in family health nursing in rural areas.

The Master of Arts in English

Admission

In addition to the general requirements for admission to Salisbury State University graduate study, outlined previously in this catalogue, an applicant for admission to the M.A. in English program must have:

1. The undergraduate English major, its equivalent (30 semester hours of English beyond freshman English), or a major in a related area, with a 3.0 grade point average in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.
2. Acceptable scores on the Graduate Record Examination (GRE) Aptitude Test and GRE Advanced Test in English. A minimum score of 500 on the Advanced Test in English is required; however, under special circumstances, the English Department Graduate Committee may admit candidates who do not meet this condition. A student who chooses the language/composition concentration described below should only submit the GRE Aptitude Test results.
3. Two letters of recommendation from individuals qualified to judge the applicant's ability to do graduate work in English.
4. A written description of the applicant's reason for pursuing English graduate study and academic goals within the discipline.

All application materials should be submitted to the English Department's graduate program director 30 days prior to the beginning of the semester. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English.

Course Requirements

To be eligible to receive the M.A. in English, the graduate student must complete 33 semester hours. Included in the 33 hours must be a minimum of nine semester hours of English at the 500 level. Six of the nine hours must be in seminars in literature; these include English 500, 501, 502, 503, 504, 508 and 510.

The graduate student must maintain a cumulative average of 3.0 or higher on all courses and must have no grades below C. After completion of the first three courses (nine semester hours) in the program, any final grade lower than C will disqualify the student from continued enrollment in the program.

The student may choose one of the three following ways to meet degree requirements (all course selections must be approved by the graduate director in English):

1. Plan A (Non-thesis)
 - a. At least 24 semester hours of English at the 400-500 level.
 - b. Up to nine semester hours at the 400-500 level in one supporting discipline, e.g., education, history, modern languages, philosophy, psychology, sociology, communication arts or art.
2. Plan B (Thesis)
 - a. At least 21 semester hours of English at the 400-500 level.
 - b. Up to nine semester hours in one supporting discipline listed under Plan A above.
 - c. Three semester hours thesis credit (English 531).
3. Plan C (Language/Composition)
 - a. The following 18 required semester hours of coursework in composition and language:

		Credits
ENGL 465	Research in Composition	3
ENGL 466	Current Problems in Composition Research	3
ENGL 514	Writing Program Issues	3
ENGL 430	Principles of Linguistics	3
ENGL 431	A Survey of Modern Grammars	3
ENGL 435	Varieties in Language	3

- b. The required course, English 463 (Literary Analysis), and up to 12 semester hours of 400/500-level course electives in English; six of these hours are to be in literature. Subject to the graduate director's approval, three of these 12 semester hours may be elected from 400/500-level courses outside the English Department.
- c. Completion of a research project that draws on work from all required courses.

Students in Plans A or B may elect to concentrate in an area of emphasis compatible with their needs and with the availability of course offerings outlined in the department's course scheduling sequence. This area may be a period of British, American or comparative literature; a genre of literature; or the study of language, rhetoric and composition. Within the departmental course offerings, students also may elect a subordinate emphasis upon folklore or film.

To help maintain a measure of commonality and a liberal scope to the degree program, all candidates for the M.A. in English in Plans A and B must take a written comprehensive examination. As soon as students have been admitted to the program, they will be provided with a list of primary texts to prepare for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination will be evaluated by two members of the English Department faculty, unless a third opinion of an examination's merits should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

The Master of Arts in Psychology

The Psychology Department offers a Master of Arts program which provides training for students in

the concentrations of counseling and school psychology. Both part-time and full-time students are accepted. In addition, the department offers courses available to students in other graduate programs.

A 3.0 grade point average is required in a prescribed sequence of graduate courses in order to be eligible to receive the Master of Arts and a minimum of 36 hours of graduate coursework is required. Each candidate will be required to pass a written comprehensive examination. A written request from the student must be submitted at least one month prior to the examination date. In the event the student does not pass the comprehensive examination, one re-examination may be taken. This exam will be scheduled so that the student has adequate time for review. If the student fails to perform adequately on the second exam, the student will be dropped from the program, but has the right of appeal. Guidelines are provided to students regarding the structure of comprehensive examinations.

Each candidate must satisfactorily complete a master's thesis for three hours credit. The thesis topic must be approved by a committee of three faculty members selected by the student and the student's advisor. The thesis may be research-based (empirical), practice-based (case formulation and analysis) or theory-based (critical review). Guidelines for the selected option will be provided by the department. Upon completion of the thesis, an oral examination will be conducted by the student's thesis committee.

Decisions regarding continuance of studies will be predicated on a combination of factors such as demonstrated clinical competence, personality factors, and other relevant issues in addition to grades in coursework.

Admission

Entrance into a program of study in the Department of Psychology is by application and review of credentials. Admission criteria are as follows:

1. A student must be admitted by both the Office of Admissions and the Psychology Department Graduate Admissions Committee.
2. Completion of requirements for an undergraduate major or equivalent in psychology or related area with an overall undergraduate grade point average of 2.75 and a grade point average of 3.0 in the major field during the last two years of study.
3. Completion of an undergraduate course in psychological statistics and a course in the psychology of learning are required because these courses provide a foundation for graduate study in this field. Students without this foundation may be conditionally admitted to the department but must make up the deficiency prior to being unconditionally admitted.
4. Submission of scores received on the Graduate Record Examination (verbal and quantitative) or the Miller Analogies Test (MAT).
5. Submission of three reference letters, preferably including one from a college academic advisor and the most recent employer. The individual making the recommendation should be asked to comment upon the applicant's personal qualities (ideals, honesty and leadership), ability to work in the chosen field (relationship with peers and organizational ability), academic achievement, work experiences and sense of job responsibility.

Admission into a program of study is a two-step process involving separate application to both the Office of Admissions and the Psychology Department. The following materials must be submitted to the Office of Admissions (all materials must be received at least 30 days before the beginning of the first semester of graduate study): a completed *Application for Admission to Graduate Study* and official transcripts of all previous college coursework.

Once admitted for graduate study, the student must apply for admission to the M.A. program in psychology by: completing the departmental application, submitting scores made on the Miller Analogy Test or the GRE by December 15 for spring admission and May 15 for fall admission, and submitting three letters of recommendation.

Transfer of Credit

A maximum of nine semester hours of graduate credit may be transferred from other accredited institutions. These may not replace any of the requirements except in special cases. Such transfer credit must carry a grade of B or higher, and the coursework must be directly related to the candidate's program of study as approved by the Department of Psychology graduate program director.

Credits earned by correspondence courses are not eligible for transfer. Extension program credits may be eligible, subject to the approval of the psychology graduate program director.

Faculty Advisors

Every student initially will be advised by the director of the graduate program in the Psychology Department, who advises the student on courses, approves the course of study and acts as a channel of communication between the student and other segments of the University. During the first semester of graduate work, an appraisal is made of each student's strengths and weaknesses. The appraisal forms the basis for subsequent program planning. Such planning is a joint function of the student and the advisor.

Counseling Psychology

This concentration is designed to train master's-level students in psychology who have an interest in the application of intervention models in locations such as mental health centers, college counseling centers and correctional facilities. Even though the program's emphasis is on the training of applied psychologists, the department views the competent practitioner as functioning according to the scientist-practitioner model.

All students who complete the counseling psychology concentration are expected to have skills and knowledge in the areas of: counseling theories, intervention strategies and processes; legal, ethical and professional issues; social, cultural and psychological foundations of behavior; individual assessment; and research and statistics. Experiences in mental health agencies and other settings will be employed to apply knowledge gained through formal coursework.

Course Requirements

In addition to PSYC 220: Psychological Statistics and PSYC 305: Psychology of Learning, the following three courses are viewed by the faculty as essential

to building a conceptual foundation for the more advanced courses of the program (students who have not completed these courses must do so at the beginning of their program):

	Credits
PSYC302 Abnormal Psychology	3
PSYC403 Measurement and Evaluation in Psychology	3
PSYC407 Psychology of Personality	3

To be considered for graduation, students must meet the following requirements:

1. Completion of required foundation courses.
2. Completion of a course of study according to the following:

Theory and Intervention (12 credits)	Credits
PSYC500 Seminar in Professional Psychology (Req.)	3
PSYC544 Clinical Intervention Skills (Req.)	3
PSYC507 Psychotherapy and Counseling I (Req.)	3
PSYC508 Psychotherapy and Counseling II (Req.)	3
Assessment (6 credits minimum)	Credits
PSYC505 Personality Assessment	3
PSYC520 Individual Intelligence Testing	3
PSYC521 Psycho-Educational Assessment	3
Research and Statistics (9 credits minimum)	Credits
PSYC560 Statistical Analysis of Experiments (Req.)	3
PSYC555 Experimental Design (Req.)	3
PSYC531 Thesis (Req.)	3
Special Topics (3 credits minimum)	Credits
PSYC406 Psychology of Attitudes and Attitude Change	3
PSYC409 Environmental Psychology	3
PSYC503 Childhood Psychopathology	3
PSYC515 Seminar in Adolescent Behavior	3
PSYC562 Human Development	3
PSYC513 Adult Psychopathology	3
EDUC598 Counseling with Minority Groups	3
Counseling Practica (6 credits minimum)	Credits
PSYC524 Clinical Practicum I	3
PSYC525 Clinical Practicum II	3

3. Satisfactory completion of comprehensive examinations.

Students will select courses in consultation with their advisors according to their previous experience and their professional interests and goals.

School Psychology

This concentration is designed to train service-oriented school psychologists who have interests in children and young adults with learning and behavior problems. Students who complete this program of study and have a minimum of 45 hours approved by the Maryland State Department of Education are eligible to apply for certification as level I school psychologists (in the state of Maryland) after obtaining the required period of professional experience.

Although not required for graduation, students wishing to be eligible for certification as level I school psychologists (in the state of Maryland) also must arrange and complete internships in school psychology. These internships consist of a minimum of 500 clock hours of professional experience in school psychology internship programs which includes experience in regular and special education programs and which emphasizes assessment. Students interested in school

psychology are advised to contact the Maryland State Department of Education for further information.

Students will select courses in consultation with their advisor according to their previous experience and their professional interests and goals.

All students who complete the school psychology concentration are expected to have skills and knowledge in the areas of: counseling theories, intervention strategies and processes; individual assessment, diagnosis and report writing; research and evaluation; social and psychological foundations; and behavioral management in the classroom. Laboratory practice and experiences in the schools will be employed to relate knowledge gained through formal coursework to the skills required on the job.

Course Requirements

The following three courses are viewed by the faculty as essential to building a conceptual foundation for the more advanced courses of the program (students who have not completed these courses must do so at the beginning of their program):

	Credits
PSYC403 Measurement and Evaluation in Psychology	3
PSYC407 Psychology of Personality	3
PSYC430 Learning Theory and Its Application	3

To be considered for graduation, students must meet the following requirements:

1. Completion of required foundation courses.
2. Completion of a course of study according to the following:

Theory and Intervention (12 credits)	Credits
PSYC500 Seminar in Professional Psychology	3
PSYC544 Clinical Intervention Skills	3
PSYC507 Psychotherapy and Counseling I	3
PSYC508 Psychotherapy and Counseling II	3
Assessment (9 credits minimum)	Credits
PSYC505 Personality Assessment (Req.)	3
PSYC520 Individual Intelligence Testing (Req.)	3
PSYC521 Psycho-Educational Assessment (Req.)	3
Research and Statistics (9 credits minimum)	Credits
PSYC560 Statistical Analysis of Experiments (Req.)	3
PSYC555 Experimental Design (Req.)	3
PSYC531 Thesis (Req.)	3
PSYC530 Directed Research	3
Special Topics (3 credits minimum; students seeking certification may need to take additional courses)	Credits
PSYC503 Childhood Psychopathology	3
PSYC513 Adult Psychopathology	3
PSYC423 Psychology of the Exceptional Child	3
PSYC502 Psychology of Learning Disabilities	3
PSYC515 Seminar in Adolescent Behavior	3
PSYC562 Human Development	3

or	Credits
EDUC508 Seminar in Human Development Research	3
EDUC427 Classroom Analysis and Correction of Reading Difficulties	3
EDUC467 Educating the Mildly Handicapped Child	3
EDUC480 Teaching Children with Special Needs	3
EDUC545 Learning and Instruction in the Schools	3
EDUC520 The Diagnosis of Reading Disabilities	3
CMAT450 Speech Correction and the Classroom Teacher	3

School Psychology Practica (6 credits minimum)	Credits
PSYC524 Clinical Practicum I	3
PSYC525 Clinical Practicum II	3

3. Satisfactory completion of comprehensive examinations.

Courses of Instruction

Accounting

601. INTEGRATED ACCOUNTING SYSTEMS 3 hours credit
Detailed analyses and hands-on application of computerized integrated accounting software systems. Emphasis on general ledger, accounts receivable, accounts payable, payroll, inventory and report writing systems. May not be taken for credit by students who have taken ACCT 401. **Prerequisites:** ACCT 304, 341; acceptance into the graduate program or consent of the director of business graduate programs. **Three hours per week.**

604. ADVANCED ACCOUNTING 3 hours credit
Examination of the following advanced accounting topics: foreign currency translations, segment interim and SEC reporting, troubled debt, partnerships, and estates and trusts. May not be taken for credit by students who have taken ACCT 404. **Prerequisites:** ACCT 302, 305; acceptance into the graduate program or consent of the director of business graduate programs. **Three hours per week.**

608. ADVANCED AUDITING 3 hours credit
Advanced auditing course building on the concepts introduced in Auditing I. Major topics include: professional ethics, operational auditing, governmental auditing, statistics in auditing and computers in auditing. May not be taken for credit by students who have taken ACCT 408. **Prerequisites:** ACCT 407; acceptance into the graduate program or consent of the director of business graduate programs. **Three hours per week.**

Anthropology

400. INDIVIDUAL DIRECTED STUDY 3 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles. May not be taken by students who have completed SOCI 416 with an anthropological topic. **Prerequisite:** ANTH 212 or SOCI 212.

450. COMPARATIVE CULTURES 3 hours credit
Cross-cultural survey of primitive societies with emphasis on human social differences and their meaning. Examples drawn from Africa, Asia, North and South America and Oceania. Focus on cultural diversity with reference to varying marital, religious, economic, family and social problems. May not be taken by students who have completed SOCI 452. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

459. SEMINAR IN ANTHROPOLOGY 3 hours credit
Review of current research and publication in the four subdisciplines of anthropology (cultural anthropology, physical anthropology, linguistic anthropology, archaeology/prehistory). May not be taken by students who have completed SOCI 459. **Prerequisite:** ANTH 212 or SOCI 212. **Three hours per week.**

Art

490. INDEPENDENT STUDY 1-3 hours credit
A course to provide directed study in one or a combination

of studio disciplines. May be repeated once under a different subtitle. Students must furnish their own materials. **Prerequisite:** Approval of the department chair prior to registration.

500. SEMINAR: ISSUES IN ART 3 hours credit
Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Consent of instructor. **Four hours per week.**

NOTE: See Education Department listings for the course Art Education (EDUC 495).

Biology

401. WETLANDS ECOLOGY 3 hours credit
Study of brackish and freshwater tidal and non-tidal wetlands of the region with emphasis on basic environmental parameters and identification of plant species. Exploration of ecological and physiological adaptations of wetland plants to their environment, as well as the ecological value and impact of disturbances to wetland systems. **Prerequisite:** BIOL 225. **Three hours lecture and three hours laboratory per week.**

405. ORNITHOLOGY 3 hours credit
Study of birds. Topics include form and function, behavior and communication, reproduction, migration, ecology and conservation. Field trips emphasize identification and natural history of local species. **Prerequisite:** BIOL 225. **Three hours lecture per week.**

407. THE BIOLOGY OF FISHES 3 hours credit
Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisites:** BIOL 122, 225. **Three hours lecture per week.**

410. ESTUARINE BIOLOGY 3 hours credit
General study of estuarine biology with a focus on the Chesapeake Bay. The biota found there, its unique biology and current perturbations due to environmental pollution will be covered in detail. A brief introduction to physical and chemical processes of estuaries is also included. **Prerequisites:** BIOL 121, 122 (BIOL 321 is strongly recommended). **Two hours lecture and two hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY 3 hours credit each
Independent study in which students conduct their own research projects under the supervision of a member of the faculty. **Prerequisite:** Approval of project by supervisor. Normally reserved for advanced undergraduates and graduates. **One hour of formal instruction each week and two additional hours to be arranged individually.**

418, 419. BIOLOGY SEMINAR 1 hour credit each
Discussions concerning timely topics in biology and related fields. Includes direct student participation and faculty lectures. **Prerequisite:** Consent of the instructor. **One hour per week.**

422. VERTEBRATE PHYSIOLOGY 4 hours credit
Study of physiological processes of vertebrate animals including specific adaptations of certain species to their environment. **Prerequisites:** BIOL 122 and CHEM 121. **Three hours lecture and three hours laboratory per week.**

430. PLANT PHYSIOLOGY 4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to higher phyla. **Prerequisite:** BIOL 121. A minimum of eight hours of chemistry is highly recommended. **Three hours lecture and three hours laboratory per week.** (Available for either graduate or undergraduate credits.)

440. CONTEMPORARY GENETICS 3 hours credit
A lecture course for advanced undergraduates dealing with the "new genetics" techniques giving rise to the biochemical manipulations of genetic traits through the use of restrictive nucleases, gene cloning, transformation and directed genetic engineering. **Prerequisite:** Consent of instructor. **Three hours per week.**

445. VIROLOGY 3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Three hours lecture per week.**

490. SPECIAL TOPICS IN BIOLOGY 1-3 hours credit
A study of a specific area of biological science. The topics will vary from semester to semester. This course may be taken twice, under different course subtitles recorded with the registrar. **Prerequisites:** BIOL 101 or 121 and 122, and approval of the instructor.

501. MODERN CONCEPTS IN BIOLOGY 3 hours credit
A study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. This course may be taken twice, under different course subtitles recorded with the registrar. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Three hours lecture per week.**

502. BIOLOGY AND ENVIRONMENT 3 hours credit
A study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisites:** BIOL 101 or 121 and 122, and completion of the biology core program or equivalent. **Two hours lecture and two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY 3 hours credit
An intensive study of the latest findings in cell biology, with application to the pressing problems of today. **Prerequisite:** At least one year of chemistry. **Three hours lecture per week.**

504. PERSPECTIVES IN MODERN GENETICS 3 hours credit
Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics will be related to classical genetic theory and current problems. **Prerequisite:** At least one year of chemistry. **Three hours lecture per week.**

552. ADVANCED HUMAN PHYSIOLOGY 3 hours credit
In-depth study of the physiology and associated anatomic structures of human organ systems. Topics include the cell and the nervous, muscular, circulatory, endocrine, digestive and excretory systems, with separate attention to temperature regulation. **Prerequisite:** B.S. in biology, health related field or education with biology emphasis. **Three hours lecture per week.**

Business Administration

510. GRADUATE SURVEY OF ACCOUNTING 3 hours credit
An introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

520. GRADUATE SURVEY OF ECONOMICS 3 hours credit
An introduction to macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 150, 151, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS 3 hours credit
Introduction to decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models will be applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 150, COSC 110 and ISMN 111 (or equivalents). **Three hours per week.**

535. HEALTH CARE FINANCE 3 hours credit
An introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE 3 hours credit
A comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or equivalent. **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT 3 hours credit
A study of the interrelationship of various management functions: principles of general management, production management, management information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

560. GRADUATE SURVEY OF MARKETING 3 hours credit
An examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

615. RESEARCH METHODOLOGY 3 hours credit
Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. A major research paper is required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

620. ORGANIZATIONAL THEORY 3 hours credit
A development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR 3 hours credit
A study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION 3 hours credit
Analysis of factors which determine aggregate production, income and employment. Evaluation of fiscal, monetary and income policies. Review of forecasting techniques. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION 3 hours credit
A study of the environmental forces which influence the organization. Includes identification and measurement of external forces and effects on management decisions. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

640. MANAGERIAL ACCOUNTING 3 hours credit
The study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. CORPORATE FINANCIAL MANAGEMENT 3 hours credit
A review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS 3 hours credit
Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems are discussed. Microcomputer applications include database management, spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. MARKETING STRATEGY 3 hours credit
A study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in planning and implementing the marketing mix. Emphasis will be placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR 3 hours credit
Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY 3 hours credit
Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP 3 hours credit
Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and non-business institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS 3 hours credit
The study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory models and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY 3 hours credit
As the capstone course of the program, this course focuses on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis is on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SSU's M.B.A. program, including either BUAD 640 or 650. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR 3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international trade, environmental factors (e.g. cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

699. SPECIAL TOPICS IN BUSINESS 1-3 hours credit
Study of specific problems and issues in business administration. May be taken twice under different subtitles recorded with the registrar. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

Chemistry

423. EXPERIMENTAL PHYSICAL CHEMISTRY I 2 hours credit
A laboratory and report-writing course emphasizing classical experiments in physical chemistry. **Prerequisite or corequisite:** CHEM 341. **Two hours lecture, two hours laboratory per week.**

424. EXPERIMENTAL PHYSICAL CHEMISTRY II 2 hours credit
A laboratory-based course emphasizing the theory and applications of modern instrumental methods. **Prerequisite or corequisite:** CHEM 342. **Two hours lecture, two hours laboratory per week.**

corequisite: CHEM 342. **Two hours lecture, two hours laboratory per week.**

499. SPECIAL TOPICS IN CHEMISTRY AND PHYSICS 3 hours credit

A study of a specific area of physical science. The topic will vary from semester to semester. The course may be taken twice for credit, under different course subtitles recorded with the registrar. **Three hours per week.**

599. SPECIAL TOPICS IN CHEMISTRY 1-4 hours credit

A study of a specific area of chemistry. The topic will vary from semester to semester. The course may be taken twice for credit under different subtitles recorded with the registrar. **Lab-lecture equivalence.**

Communication Arts

400. COMMUNICATION AND CULTURE 3 hours credit

Philosophy and theories of human communication: structures, relations and interactions between forms of communication within their cultural settings. **Three hours per week.**

450. SPEECH CORRECTION AND THE CLASSROOM TEACHER 3 hours credit

A study of childhood speech and hearing disorders and methods for the classroom teacher in effectively dealing with student referral, the promotion of good speech habits and therapeutic reinforcement. **Three hours per week.**

452. DEVELOPMENT DISABILITIES IN SPEECH AND LANGUAGE ACQUISITION 3 hours credit

A study of speech and language development and perceptual disorders which affect language comprehension and use. Communication problems resulting from the delay, breakdown or misuse of language function will be considered. **Three hours per week.**

453. CREATIVE DRAMATICS 3 hours credit

Emphasis placed on the manner in which creative dramatics assist the growth of the child. The course considers creative dramatics as a motivating factor in the teaching and learning process. **Three hours per week.**

490. SPECIAL TOPICS IN COMMUNICATION 1-3 hours credit

Intensive study of a selected topic in speech, communication studies or theatre. This course may be taken twice, under different course subtitles recorded with the registrar. **Pre-requisite:** Consent of instructor.

500. ORAL READING AND THE TEACHING OF LITERATURE 3 hours credit

Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION 3 hours credit

The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

645. ORGANIZATIONAL COMMUNICATION 3 hours credit

A course designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Em-

phasis is on solving business communication problems. **Pre-requisite:** Admission to M.B.A program. **Three hours per week.**

Computer Science

410. DATABASE MANAGEMENT SYSTEMS 3 hours credit

Study of the design, implementation and application of database management systems. Several commercially available systems will be examined. **Pre-requisite:** Experience with file-design concepts (COSC 220 or 310). **Three hours per week.**

420. DATA STRUCTURES AND ALGORITHM ANALYSIS 3 hours credit

Study of alternative implementations of abstract data types. Analyses of space requirements and run-time efficiency. **Pre-requisites:** COSC 220, MATH 210. **Three hours per week.**

422. ORGANIZATION OF PROGRAMMING LANGUAGES 3 hours credit

The organization of programming languages with emphasis on their formal specifications and on the run-time behavior of programs. **Pre-requisite:** COSC 350. **Three hours per week.**

450. SOFTWARE SYSTEMS II 3 hours credit

Analysis of the operating system, the program which supervises the activity of the computer. Resource allocation will be emphasized. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit

For the student who wishes to study in certain specialized areas such as functional analysis, multivariate statistics or artificial intelligence. This course may be taken twice, under different course subtitles recorded with the registrar. **Pre-requisite:** For most topics, COSC 350. **Three hours per week.**

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS 3 hours credit

Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. **Pre-requisites:** Ability to design and write clear programs; COSC 120.

Education

407. APPLIED AUDIO-VISUAL METHODS IN TEACHING 3 hours credit

A survey of instructional technology, media and methods. The identification and critique of concepts, principles and issues regarding the application of instructional technology and media to the curriculum. **Three hours per week.**

408. CHILDREN'S LITERATURE 3 hours credit

A study of the works of important writers and artists in each of the major types of children's books (fairy tales, picture books, realistic fiction, fantasies, biographies, etc.). Historical trends and methods of incorporating children's literature into the elementary program are included. **Three hours per week.**

409. LITERATURE FOR ADOLESCENTS 3 hours credit

A study of literature written specifically for and about the contemporary adolescent, with emphasis on methods of teaching aspects of it to build adolescent appreciation for the more established literary selections found in secondary school curriculum. **Pre-requisites:** At least three courses in literature beyond ENGL 102 and admission to Professional Teacher Education Program. **Three hours per week.**

412. CURRICULUM AND METHODS IN ELEMENTARY SCHOOL PHYSICAL EDUCATION 3 hours credit

Principles of curriculum construction, selection and organization of materials. Lesson planning and teaching methods. Survey of current trends. **Three hours per week.**

414. PRODUCING GRAPHIC MATERIALS IN EDUCATION 3 hours credit

Identification of basic principles and procedures used in planning and producing graphic instructional materials. Appropriate activities also provided to integrate media techniques into participants' professional skills. **Three hours per week.**

415. USING PHOTOGRAPHY IN EDUCATION 3 hours credit

Emphasis on increasing competencies in the development of photographic instructional materials. Students will identify basic principles and practices of photography and become involved in activities that apply photographic technique to instructional material development. **Three hours per week.**

416. FILMMAKING IN EDUCATIONAL SETTINGS 3 hours credit

This course is designed to foster filmmaking skills in school situations. Students work in teams in planning and producing super 8mm films. Emphasis given to animation, live-action and montage techniques. **Three hours per week.**

419. TEACHING MUSIC IN THE ELEMENTARY SCHOOL 3 hours credit

Techniques for teaching music in the elementary school: study of the child voice; appropriate singing, listening, rhythmic, instrumental and creative activities; remedial work for poor singers; activities for musically talented children; comprehensive overview of music materials and their application to the elementary school curriculum. **Pre-requisites:** Admission to Professional Teacher Education Program and MUSC 200 (or equivalent, or approval of instructor). **Three hours per week.**

420. FOUNDATIONS OF READING (Elementary Education) 3 hours credit

Deals with pre-reading skills, beginning reading, informal assessment, analysis of reading programs, grouping procedures, word attack skills and development of vocabulary and comprehension abilities. Intended for personnel in elementary education. **Pre-requisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

422. FOUNDATIONS OF READING (Middle and Secondary Level) 3 hours credit

Includes analysis of the reading process, assessment of content materials, reading in content areas, word attack skills, vocabulary and comprehension development, corrective reading and study strategies. Intended for personnel in middle, junior and senior high schools. **Three hours per week.**

425. TEACHING READING COMPREHENSION: RESEARCH/INSTRUCTION 3 hours credit

This elective in reading education investigates contemporary research relating to the development of reading comprehension, procedures assessing reading comprehension competencies and teaching strategies for improving comprehension proficiency. Designed for elementary or middle school reading and resource teachers. **Pre-requisites:** Admission to Professional Teacher Education Program and either EDUC 316, 420 or 422. **Three hours per week.**

427. CLASSROOM ANALYSIS AND CORRECTION OF READING DIFFICULTIES 3 hours credit

Includes causes and prevention of reading disabilities, strategies for the collection and analysis of reading behavior

and instruction programs for correction. Intended for teachers interested in reading disabilities, but who do not wish to specialize in reading education. **Pre-requisite:** EDUC 316, 420 or 422. **Three hours per week.**

429. TEACHING MUSIC IN THE SECONDARY SCHOOL 3 hours credit

Methods and materials for teaching music in grades 7-12. The areas of emphasis are vocal, instrumental and general music. **Pre-requisites:** MUSC 200 and admission to Professional Teacher Education Program. **Three hours per week.**

432. LITERACY AND ESOL READING 3 hours credit

Introduces students who are interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. Not acceptable for General Education credit. **Pre-requisite:** ENGL 430 or permission of instructor. **Three hours per week.**

435. GUIDANCE 3 hours credit

A basic course in the principles of guidance and related pupil personnel services, including the meaning and purpose of guidance and common adjustment problems. **Three hours per week.**

436. VOCATIONS: DEVELOPMENT AND APPRAISAL 3 hours credit

Surveys vocational choices with emphasis on developmental theory. Occupational information and the appraisal of vocational interests are emphasized. **Three hours per week.**

437. MATERIALS AND METHODS IN CAREER EDUCATION 3 hours credit

Rationale for and methods of career education in elementary and secondary schools. Emphasis is given to the psychological and philosophical bases, identification of researchable problems, implications and implementation of careers curricula. **Three hours per week.**

438. PRODUCING SLIDE-TAPE PROGRAMS IN EDUCATIONAL SETTINGS 3 hours credit

Designed to foster slide-tape production skills in school situations. Students work individually in planning and producing slide-tape shows. Emphasis given to single and multi-image techniques. **Three hours per week.**

439. SINGLE CAMERA VIDEOTAPING IN EDUCATIONAL SETTINGS 3 hours credit

Designed to foster TV/VCR production skills in school situations. Students work in teams in planning and producing videotapes. Emphasis given to portable single camera equipment. **Three hours per week.**

440. INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 hours credit

Introduction to curriculum and methods in early childhood education, including theories, practices, techniques and materials. **Pre-requisite:** EDUC 300. Field experience required. **Three hours per week.**

441. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM I 3 hours credit

Materials and methods for teaching language arts to kindergarten and pre-kindergarten-level children. Emphasis on curriculum planning, use of space, class management and lesson planning. Attention to art, music, nutrition, safety, health education, motor activities and positive teacher-parent relations. **Pre-requisite:** EDUC 440. **Three hours per week.**

**442. EARLY CHILDHOOD EDUCATION
INTEGRATED CURRICULUM II** 3 hours credit
Materials and methods for teaching science, social studies and math readiness to kindergarten and pre-kindergarten-level children. Emphasis on curriculum planning, room design, class management and lesson planning. Attention to management, professional development, curriculum development roles and field trip planning. **Prerequisite:** EDUC 440. **Three hours per week.**

443. LITERACY AND ESOL WRITING 3 hours credit
Introduces students who are interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics included are writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students will develop a literacy project, writing materials for specific ESOL students. Not acceptable for General Education credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

**449. MULTI-CAMERA VIDEOTAPING
IN EDUCATIONAL SETTINGS** 3 hours credit
An introduction to the fundamentals of videotaping in a multi-camera environment. Hands-on experience in planning and producing videotapes in educational settings. **Three hours per week.**

**454. COMPOSITION: CURRICULUM AND
METHODS** 3 hours credit
An investigation of selected public school composition curricula and a number of methodologies for teaching composition. Participants evaluate curricula and methodologies on criteria developed from current literature on the writing process and continuing association with public schools by the SSU School of Education and Professional Studies. **Prerequisite:** At least one course in composition beyond ENGL 101. **Three hours per week.**

455. BASIC WRITING INSTRUCTION 3 hours credit
This course, primarily for teachers of basic writing, focuses on the study of grammatical and compositional problems in the writing of underprepared students. The causes of these problems and techniques for alleviating them are explored. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

**467. EDUCATING THE MILDLY
HANDICAPPED CHILD** 3 hours credit
Designed to acquaint classroom teachers with instructional approaches for the mildly handicapped learner. Major topics include: mainstreaming, individual education plans, adapting instructional approaches, behavior management, stressing early childhood, elementary and secondary levels. Intended for the regular classroom teacher and not for certification in special education. Degree credit allowed for either EDUC 467 or 480, but not for both. **Prerequisite:** EDUC 300 or equivalent. **Three hours per week.**

471. COMPUTERS IN EDUCATION 3 hours credit
An overview of the role of computers in education. An examination of computer applications as they relate to specific teaching/learning operations and educational functions. **Prerequisite:** A teaching methods course or consent of instructor. **Three hours per week.**

**472. THEORY AND PRACTICE
OF TEACHING ADULTS:
AN INTRODUCTION** 3 hours credit
Intended for students seeking information about contemporary methods of effective adult instruction and assumes no prior knowledge about educational methods, theories or practices. **Three hours per week.**

**475. METHODS AND MATERIALS
IN ENVIRONMENTAL
EDUCATION** 3 hours credit
Designed to increase an individual's awareness of one's immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials will be analyzed, and new methods will be developed for use in interdisciplinary problem-focused situations. **Three hours per week.**

**480. TEACHING CHILDREN
WITH SPECIAL NEEDS** 3 hours credit
Introductory instruction in the observation, identification and management of children, K-12, with mild-to-moderate learning problems. **Three hours per week.**

**481. THE HIGHLY ABLE LEARNER:
AN INTRODUCTION** 3 hours credit
Basic introduction to education of highly able and gifted learners, with emphasis on identification and characteristics of each group. Attention devoted to materials, teaching strategies and curriculum used in current program models. **Prerequisite:** EDUC 300. **Three hours per week.**

**485. DIAGNOSTIC-PRESCRIPTIVE
TEACHING** 3 hours credit
Designed to teach knowledge and skills in two areas: diagnostic—the collection of information concerning children with special learning and behavioral needs; and interventions—developing an instructional plan based upon specific assessment data. **Prerequisite:** EDUC 480 or PSYC 423 or equivalent. **Three hours per week.**

**490. SPECIAL PROBLEMS AND
PRACTICES IN EDUCATION** 1-6 hours credit
Individually designed programs including: seminars; workshops; courses in curriculum development, planning and evaluation; specialized areas of study for purposes of enrichment; and in-depth study of special problems and/or professional practices in education. **Prerequisite:** Permission of department chair.

**495. SPECIAL PROBLEMS AND PRACTICES
IN ART EDUCATION** 3 hours credit
A contractual course designed for regular classroom and art teachers K-12/6/7-12. Individual programs of study in the areas of daily planning, curriculum development, seminars, workshops and project techniques. Students will furnish some materials. Recommended for senior undergraduate or graduate credit. This course may be taken twice, under different course subtitles recorded with the registrar.

**500. HISTORICAL, PHILOSOPHICAL AND
SOCIAL FOUNDATIONS** 3 hours credit
Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

501. COMPARATIVE EDUCATION 3 hours credit
The student will develop an understanding of the comparative dynamics of educational systems in various countries. The criteria for such comparison will be developed as part of the course. **Three hours per week.**

502. INTRODUCTION TO RESEARCH 3 hours credit
An introduction to the methods of scientific inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. **Three hours per week.**

503. CLASSROOM MANAGEMENT 3 hours credit
Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

ffective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

504. MULTICULTURAL EDUCATION 3 hours credit
An examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunity and performance in educational institutions. Human relations skills will be considered for improving success within culturally diverse populations. **Prerequisite:** EDUC 502. **Three hours lecture per week.**

**506. SEMINAR IN TEACHING
OF MATHEMATICS** 3 hours credit
Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

**508. SEMINAR: RESEARCH IN HUMAN
DEVELOPMENT** 3 hours credit
A survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students will be considered. **Prerequisite:** EDUC 300 or consent of instructor. **Three hours per week.**

**510. SEMINAR: RECENT ISSUES
IN EDUCATION** 3 hours credit
Analysis of selected recent issues in education for critical study. Each student is required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

**512. SEMINAR IN THE TEACHING
OF SOCIAL STUDIES** 3 hours credit
Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

**513. SEMINAR IN THE TEACHING
OF SCIENCE** 3 hours credit
Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

514. CURRICULUM CONSTRUCTION 3 hours credit
A study of the factors underlying the public school curriculum and its development. Opportunities are provided for individual research in curriculum construction at either the elementary or secondary school level. **Three hours per week.**

**516. PUBLIC SCHOOL
ADMINISTRATION** 3 hours credit
An analysis of the responsibilities of the school administrator, including procedures for staff organization, in-service training, curriculum development, scheduling, guidance and other facets of school administration. **Three hours per week.**

**517. PUBLIC SCHOOL
SUPERVISION** 3 hours credit
A study of the nature, methods and techniques of public school supervision, emphasizing human relationships and other factors involved in the role of the supervisor. **Prerequisite:** EDUC 516. **Three hours per week.**

518. THE PRINCIPALSHIP 3 hours credit
An examination of the role of the principal; emphasis on leadership skills, effective school climate and management, scheduling, staff development and effective teaching practices.

tices. **Prerequisite:** EDUC 516. **Three hours per week.**

**519. THE LAW AND PUBLIC
EDUCATION** 3 hours credit
A study of school law which affects the teacher and the public school. The nature and scope of school law are considered as generally applied to the purposes and functions of the school system. This course may not be taken by students who have credit for EDUC 405. **Three hours per week.**

**520. THE DIAGNOSIS OF READING
DISABILITIES** 3 hours credit
Designed for professional personnel seeking specialization in clinical diagnostic techniques. Includes data collection and analysis of reading behavior and examines various instruments and strategies for collection of data on children with reading disabilities. **Prerequisite:** EDUC 420 or 422. **Three hours per week.**

**521. THE REMEDIATION OF READING
DISABILITIES** 3 hours credit
Designed for professional personnel seeking specialization in clinical-remedial techniques. Includes transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisite:** EDUC 520. **Three hours per week.**

**522. CLINICAL PRACTICUM
IN READING** 3 hours credit
Designed for professional personnel seeking advanced work in clinical, diagnostic and remedial techniques. Includes diagnosis and remediation of children with severe reading disabilities. Emphasizes collection and analysis of test data and development of instructional programs for the severely disabled. **Prerequisite:** EDUC 521. **Three hours per week.**

**523. ADVANCED SEMINAR
IN READING EDUCATION** 3 hours credit
A survey of the literature in reading education dealing with trends, needs and future directions in such topics as early identification, diagnostic techniques, remediation, severe reading disabilities, linguistics, learning modalities and others. **Prerequisite:** EDUC 522. **Three hours per week.**

**524. PRODUCTION OF MEDIATED
INSTRUCTIONAL ACTIVITY
PACKAGES** 3 hours credit
Designed to enable students to design and produce mediated instructional activities; emphasis includes individualizing and packaging those materials. **Prerequisites:** EDUC 407 or equivalent, EDUC 502 and consent of instructor. **Three hours per week.**

**525. ADVANCED MEDIA
PRODUCTION** 3 hours credit
Designed to enable advanced students to design and produce high-level media productions; emphasis includes the specifics of pre-production, as well as production procedures and techniques. May be taken twice under different course subtitles recorded with the registrar. **Prerequisites:** A 400-level course in the area of the student's project, EDUC 502 and consent of instructor. **Three hours per week.**

**526. SEMINAR: MEDIA, TECHNOLOGY AND
INSTRUCTIONAL SYSTEMS** 3 hours credit
A seminar designed to acquaint students with the dynamics of media, technology and instructional systems via required outside readings and in-class discussions; and involve students in an in-depth investigation of a pertinent topic selected in consultation with the instructor. Paper required. **Prerequisites:** EDUC 407 or equivalent, EDUC 502 and consent of instructor. **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS 3 hours credit

Introduces students to present-day language theory and practice. The objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program, under direction of departmental supervision.

532. MEASUREMENT AND EVALUATION 3 hours credit

A study of the purposes and procedures of measuring and evaluating characteristics of students (e.g., achievement), with particular emphasis on classroom decision-making in terms of instructional objectives and teacher-constructed tests. **Three hours per week.**

535. THE ROLE OF THE SUPERVISING TEACHER 3 hours credit

A study of recent trends in teaching and supervising student teachers. Emphasis is given to evaluating the total teaching/learning situation and to organizing and planning the instructional program. **Three hours per week.**

536. CREATIVITY IN EARLY CHILDHOOD EDUCATION 3 hours credit

An in-depth study of the creative process and the techniques that will promote creativity. **Prerequisite:** EDUC 440. **Three hours per week.**

537. SEMINAR IN EARLY CHILDHOOD EDUCATION 3 hours credit

Critical evaluation of developments occurring in early childhood education, as well as antecedents of modern practices. Review of pertinent research influencing shifts in ideas, practices and policies. **Prerequisite:** EDUC 440. **Three hours per week.**

540. COUNSELING THEORY AND PRACTICE 3 hours credit

Introduction to the theories and techniques of counseling applicable to the counselor's work in the public school. Students will become familiar with current personality theories as applied to counseling. Techniques of conducting interviews are included. **Prerequisite:** Basic guidance course. **Three hours per week.**

541. GUIDANCE TECHNIQUES IN ELEMENTARY SCHOOL 3 hours credit

A study of the role of the guidance specialist in the elementary school. Emphasis on current approaches to providing pupil personnel services for children from kindergarten through grade 6. For teachers, supervisors and potential counselors. **Prerequisite:** Introductory guidance course. **Three hours per week.**

542. GUIDANCE TECHNIQUES IN SECONDARY SCHOOL 3 hours credit

A study of the role of the guidance specialist in the secondary school. Emphasis on current approaches to providing personal, educational and vocational guidance to youths in grades 7-12. For teachers, supervisors and potential counselors. **Prerequisite:** Introductory guidance course. **Three hours per week.**

543. SUPERVISED PRACTICUM IN GUIDANCE 3 hours credit

Participation in a guidance program at the grade level of interest to the student counselor. Regular conferences with the counseling supervisor are held. Critiques of tape recorded

interviews are made. **Prerequisites:** Teaching experience, at least nine hours of guidance related coursework including counseling theory and practice, and consent of the instructor.

545. LEARNING AND INSTRUCTION IN THE SCHOOLS 3 hours credit

The identification of classroom problems and issues related to and involving instruction; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools. **Three hours per week.**

547. MASTERY TEACHING 3 hours credit

An exploration of various principles of instruction which have been determined to be especially effective. This course will focus on the principles of "Mastery Teaching," especially as developed and field-tested by Dr. Madeline Hunter of UCLA. **Prerequisite:** EDUC 300 or equivalent. **Three hours per week.**

550. LEADERSHIP AND CHANGE 3 hours credit

Study of leadership dimensions necessary for establishing purposes and goals conducive to school effectiveness. Investigates collaborative and individual leadership roles and behaviors that will influence productivity and achievement and change and foster a positive educational climate. **Prerequisite:** EDUC 516. **Three hours per week.**

551. EVALUATION RESEARCH APPLICATIONS IN SCHOOL ADMINISTRATION 3 hours credit

Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals. Students develop and carry out plans that use quantitative and qualitative methods to evaluate school-based problems. **Prerequisite:** EDUC 502. **Three hours per week.**

552. GROUP DYNAMICS IN SCHOOL ADMINISTRATION 3 hours credit

Study of individual and group development within educational settings. Emphasis on research, theory and practice of leadership styles, decision-making processes, adult development and communication, and ethics in educational organizations. **Prerequisites:** EDUC 516, 517. **Three hours per week.**

553. FINANCIAL MANAGEMENT IN SCHOOL ADMINISTRATION 3 hours credit

Provides general knowledge of the basis of financial support for schools. **Prerequisite:** EDUC 516. **Three hours per week.**

554. PERSONNEL ADMINISTRATION IN EDUCATION 3 hours credit

Focus on the leadership role in managing and developing human resources in school settings. Explores the legal bases of personnel management as central to personnel selection, assignment, evaluation, improvement and possible termination. Also addresses bargaining practices and contract management. **Prerequisite:** EDUC 516. **Three hours per week.**

555. INTERNSHIP IN SCHOOL ADMINISTRATION/SUPERVISION 3 hours credit

Provides students with experience in administrative and/or supervisory activities as participants in actual educational settings. Students must apply for internship approval four weeks prior to the beginning of the course. **Prerequisites:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

556. PRACTICUM IN SCHOOL ADMINISTRATION AND SUPERVISION 3 hours credit

Practice in administrative and supervisory problem-solving using simulations and case studies. Offered as an alternate

to EDUC 555. **Prerequisite:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

557. SCHOOL-COMMUNITY RELATIONS 3 hours credit

Focuses on the role and responsibility of school leaders in communicating with the public and in building support for the school. Application of the principles of motivation and publicity, promotion and marketing are taken into account as the student practices the development of a variety of examples of communication instruments. Strategic planning concepts are applied to the development of a comprehensive plan for school-community relations in a setting of the student's own choosing. **Prerequisite:** EDUC 516. **Three hours per week.**

584. GROUP DYNAMICS IN CLASSROOM SETTINGS 3 hours credit

Designed to aid educators in working effectively with groups in school settings. The laboratory method will be used to provide experience-based learning about group processes. Recent research on group dynamics and its application in school settings will be considered. A major emphasis will be placed on the acquisition of skills and strategies in developing effective classroom groups. These skills are particularly helpful in situations where students are being mainstreamed. **Three hours per week.**

590. SEMINAR IN EDUCATION 3 hours credit

Topics will vary from semester to semester. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

591. DIRECTED INDEPENDENT STUDY 1-3 hours credit

Designed to permit self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and department chair.

598. COUNSELING WITH MINORITY GROUPS 3 hours credit

A seminar-workshop course designed to focus attention on philosophy and methods in dealing with the current social problems of race, religion and the disadvantaged in the public schools. **Prerequisite:** Teaching experience. **Three hours per week.**

615. THE LAW AND PROFESSIONAL NEGOTIATIONS 3 hours credit

A study of professional negotiations from the perspective of the teacher or other public employees in service. Materials are taken from rapidly developing labor laws in the public sector with special emphasis given to operation of the Maryland professional negotiations law for teachers. May not be taken by students who have credit for EDUC 505. **Prerequisite:** EDUC 519. **Three hours per week.**

English

405. MAJOR FILM DIRECTORS 3 hours credit

Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus primarily on those artists who write their own screenplays as well as direct their own films. May be repeated twice if different directors are studied. Not acceptable for General Education credit. **Prerequisite:** ENGL 102. **Three hours per week.**

411. CHAUCER (Author) 3 hours credit

A study of Chaucer's major works with emphasis on *The Canterbury Tales*. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

412. MILTON (Author) 3 hours credit

A study of the sonnets, companion poems, essays and drama, emphasis on *Paradise Lost*. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

414. ELIZABETHAN AND JACOBAN LITERATURE (Period) 3 hours credit

A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

419. SHAKESPEARE (Author) 3 hours credit

A study of the major comedies and histories with an emphasis on the tragedies. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

420. RESTORATION AND 18TH CENTURY LITERATURE (Period) 3 hours credit

A study of British literature from 1660 through the 18th century. Writers usually studied are Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell and Goldsmith. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

421. ROMANTIC LITERATURE (Period) 3 hours credit

A study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. The primary readings are from Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

425. VICTORIAN LITERATURE (Period) 3 hours credit

A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

426. COLONIAL AMERICAN LITERATURE (Period) 3 hours credit

A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

427. THE AMERICAN RENAISSANCE (Period) 3 hours credit

A study of the Transcendental Movement and literature between 1830-70. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

428. AMERICAN SOUTHERN RENAISSANCE 1930-70 3 hours credit

A study of fiction produced in the South between 1930-70. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

430. PRINCIPLES OF LINGUISTICS 3 hours credit

Study of the components, processes and complexities of human language. Topics include: phonology, morphology, syntax, language acquisition, writing systems, language attitudes, language processing and non-human language. Not acceptable for General Education credit. **Prerequisite:** ENGL 110 or permission of instructor. **Three hours per week.**

431. A SURVEY OF MODERN GRAMMARS**3 hours credit**

A historical approach to the descriptions of language: the traditional, structural, transformational and tagmemic. Not acceptable for General Education credit. **Prerequisite:** ENGL 102. **Three hours per week.**

432. LITERACY AND ESOL READING**3 hours credit**

Introduces students who are interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. Not acceptable for General Education credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

433. LANGUAGE AND CULTURE**3 hours credit**

A linguistic approach to the peculiar relationship between a language and the cultural total of which the language is a part. Educational, political and economic implications. Not acceptable for General Education credit. **Prerequisite:** ENGL 102. **Three hours per week.**

435. VARIETIES IN LANGUAGE**3 hours credit**

Examines dialect variations according to gender, age, geography, ethnicity, socio-economic class and level of education. Emphasizes oral and written communication and problems caused by dialect variations. Not acceptable for General Education credit. **Prerequisite:** ENGL 110 or consent of instructor. **Three hours per week.**

437. HISTORY OF THE ENGLISH LANGUAGE**3 hours credit**

The development of modern English: the internal changes in pronunciation, structure, vocabulary and usage with reference to the external history. Not acceptable for General Education credit. **Prerequisite:** ENGL 110 or consent of instructor. **Three hours per week.**

438. BILINGUALISM**3 hours credit**

Introduces students to what it means to be a bilingual child or adult in a world where over 60 percent of its citizens use two or more languages regularly. While exploring an individual's bilingualism, students will learn about bilingualism as it relates to the world, the state and the community. Students will also explore the mind's role in bilingualism and in language learning in general. Bilingualism's role in present-day education will also be explored. Not acceptable for General Education credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

439. SECOND LANGUAGE/DIALECT LEARNING**3 hours credit**

Approaches to second language and dialect learning; teaching English to speakers of other languages; the question of standard English as a second dialect. Not acceptable for General Education credit. **Prerequisites:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

442. PRACTICUM IN ENGLISH**1-3 hours credit**

Under close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. **Prerequisites:** Nine hours of graduate coursework and approval of the director of the English graduate program. **Variable hours per week.**

443. LITERACY AND ESOL WRITING**3 hours credit**

Introduces students who are interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics included

are writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students will develop a literacy project, writing materials for specific ESOL students. Not acceptable for General Education credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

447. APPLIED PHONOLOGY**3 hours credit**

Introduces students to English phonology as it relates to students learning English as a second language/dialect. Students will learn to transcribe spoken language using the phonetic alphabet and will learn how to analyze and identify speech patterns of modern American English. Those who are interested in foreign languages and language in general will find this course useful to their general knowledge of language. Not acceptable for General Education credit. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

448. LITERATURE OF THE THIRD WORLD**3 hours credit**

Study of Third World literature and ways it resembles and differs from Western literature in matters of theme, style or content. May include authors such as Fuentes, Garcia Marquez, Paton, Head, Achebe, Thiong'o, Hulme. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

449. ETHNIC LITERATURE IN AMERICA**3 hours credit**

Explorations of the literatures constituting America's ethnic cultures. Includes literature of Native Americans, African-Americans, Chicanos, Orientals and Europeans. Special emphasis on such identifiable aesthetic contexts as the Harlem Renaissance, the Jewish/Yiddish narrative and art spawned by the labor movement. Authors may include: Silko, N. Scott Momaday, Langston Hughes, Ralph Ellison, Toni Morrison, Josue A. Gonzalez, Jose Garcia Villa, Chin Lee, Toshio Mori, I.B. Singer, Henry Roth, Bernard Malamud. **Prerequisite:** ENGL 102. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE**3 hours credit**

An examination of a philosophical theme, such as existentialism or tragedy, as reflected in literature. General Education literature credit. **Prerequisites:** ENGL 102 and a philosophy course or consent of instructor. Can be repeated for credit with different themes. **Three hours per week.**

453. MODERN POETRY (Genre)**3 hours credit**

A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

457. AMERICAN NOVEL I (Genre)**3 hours credit**

A study of major American novels through World War I. Writers studied may include Hawthorne, Crane, Melville, James and Twain. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

458. AMERICAN NOVEL II (Genre)**3 hours credit**

A study of major American novels between World War I and World War II. Writers studied may include Fitzgerald, Hemingway, Steinbeck, Faulkner and Lewis. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

459. CONTEMPORARY LITERATURE (Period)**3 hours credit**

A study of selected literature from 1945 to the present. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

460. BRITISH NOVEL I (Genre)**3 hours credit**

A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollet and Austen. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

462. BRITISH NOVEL II (Genre)**3 hours credit**

A study of the British novel of the 19th and early 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

463. LITERARY ANALYSIS**3 hours credit**

Analytical approaches to literature designed to teach teachers and prospective teachers the traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry as applied to the various genres. General Education literature credit. **Prerequisite:** ENGL 102. **Three hours per week.**

465. RESEARCH IN COMPOSITION**3 hours credit**

Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for prewriting, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. Not acceptable for General Education credit. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH**3 hours credit**

Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465 or approval of the professor. **Three hours per week.**

470. HISTORY OF RHETORIC IN INSTRUCTION**3 hours credit**

Studies how changing views of rhetoric influence the development of composition instruction in English departments. Not acceptable for General Education credit. **Prerequisite:** ENGL 102. **Three hours per week.**

471. TEACHING CREATIVE WRITING**3 hours credit**

Reading and analyses of contemporary poetry and prose, writing of poetry and prose, developing of critical faculties in a workshop format, and developing and discussing of teaching methods. Intended for teachers and education majors. Not acceptable for General Education credit. **Three hours per week.**

490. TOPICS IN ENGLISH**3 hours credit**

Intensive study of a literary genre, figure or period; or intensive study in language, writing or film. May be repeated for credit in different areas of study. Literature courses bear General Education credit. **Prerequisite:** ENGL 102 or consent of instructor. **Three hours per week.**

500. SEMINAR IN MAJOR AMERICAN WRITERS OF THE 19TH CENTURY**3 hours credit**

A study of selected topics in American literature of the 19th century. This course will concern itself with one or more authors, genres or literary themes. It may be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

501. SEMINAR IN MAJOR AMERICAN WRITERS OF THE 20TH CENTURY**3 hours credit**

A study of selected topics in American literature of the 20th century (up to 1945). This course will concern itself with one or more authors, genres or literary themes. It may be repeated

under different course subtitles recorded with the registrar. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I**3 hours credit**

A study of selected topics in English literature from the beginnings to 1660. This course will concern itself with one or more authors, genres or literary themes. It may be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II**3 hours credit**

A study of selected topics in English literature from the Restoration, 18th century and Romantic period. This course will concern itself with one or more major authors, genres or literary themes. It may be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III**3 hours credit**

A study in selected topics in English literature of the Victorian and modern periods (up to 1945). This course will concern itself with one or more major authors, genres or literary themes. It may be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

508. CONTEMPORARY LITERATURE**3 hours credit**

A study of selected topics in contemporary British and American literature (after 1945). This course will concern itself with one or more major authors, genres or literary themes. It may be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY**3 hours credit**

A study of selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. This course may be repeated under different course subtitles recorded with the registrar. **Prerequisite:** ENGL 110 or 431 or consent of instructor. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS**3 hours credit**

This course will examine topics in English and American literature which cross traditional, chronological, national or ontological boundaries. It may be repeated under different course subtitles recorded with the registrar. **Three hours per week.**

514. WRITING PROGRAM ISSUES**3 hours credit**

Explores successful writing programs particularly at the college level and their connections to research/theory in composition. Requires students to evaluate and propose guidelines for composition study and instruction.

515. MARYLAND WRITING PROJECT SUMMER INSTITUTE**6 hours credit**

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings.

520. APPLIED MODERN ENGLISH GRAMMAR**3 hours credit**

This is a practical grammar course, the aims of which are to create an in-depth understanding of the operations of American English and to explore various approaches to teaching grammar in the ESOL classroom. Students will work with actual samples of ESOL speech/writing and will come to understand the workings of the English language via an inductive approach to grammar analysis. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS 3 hours credit

Introduces students to present-day language theory and practice. The objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under department supervision.

531. THESIS 3 hours credit

533. ESOL PROGRAM DEVELOPMENT 3 hours credit

Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. The course allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both sociolinguistic and linguistic, which are faced by Limited English Proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

French

401. ADVANCED COMPOSITION AND MORPHOLOGY 3 hours credit

A course designed to bring together, on an intense advanced level, all the principles of morphology, syntax, sentence development and sentence structure through translation and advanced composition. **Three hours per week.**

402. ADVANCED CONVERSATION 3 hours credit

A course designed to provide greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction. **Prerequisite:** Consent of department chair. **Three hours per week.**

405. SPECIAL PROBLEMS IN FRENCH 3 hours credit

Individual study of special areas in French linguistics or in French literature with the advice and direction from a member of the department. **Three hours per week.**

411. MEDIEVAL AND RENAISSANCE THOUGHT IN FRENCH LITERATURE 3 hours credit

A study of the major phenomena of French literary history, from its dawning in 843 to the negative implication in the term "Dark Ages" through to the optimism of the early Renaissance in Rabelais to its decline in Montaigne. **Three hours per week.**

412. CLASSICAL PERIOD AND THE "AGE OF REASON" 3 hours credit

A study of the principal classical themes found in the works of Corneille, Racine, Moliere, La Fontaine, La Bruyere, La Rochefoucauld and Montesquieu, Voltaire, Diderot and Rousseau. **Prerequisite:** FREN 320 or 321 or consent of department chair. **Three hours per week.**

415. ROMANTICISM, REALISM AND NATURALISM 3 hours credit

A study of the development of romanticism from Chateaubriand to Victor Hugo as well as a detailed study of the terms "romanticism," "realism" and "naturalism" and their effect on the 19th century as seen through representative works of Stendhal, Flaubert, Balzac and Zola. **Prerequisite:** FREN 320 or 321 or consent of department chair. **Three hours per week.**

416. CONTEMPORARY FRENCH LITERATURE 3 hours credit

A study of contemporary ideologies and underlying currents of symbolism, surrealism, existentialism and the "nouveau roman" through representative works of Camus, Sartre, Apollinaire and Cocteau (prose and drama) and of Proust, Gide, Butor and Robbe-Grillet. **Prerequisite:** FREN 320 or 321 or consent of department chair. **Three hours per week.**

Geography and Regional Planning

401. SOIL, WATER AND ENVIRONMENT 3 hours credit

Study of the role of soil and water in the physical environment and the practices used in analyzing and managing these resources. **Prerequisite:** GEOL 103 or GEOG 105. **Two one-hour lectures and one two-hour laboratory or one field trip per week.**

404. RURAL SETTLEMENT AND LAND USE 3 hours credit

Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention is given to the problems and potentials of nonmetropolitan areas and to land use planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

406. REGIONAL PLANNING 3 hours credit

An analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisite:** GEOG 203 or consent of instructor. **Three hours per week.**

408. URBAN PLANNING 3 hours credit

An examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. An assessment of the urban planning process with case studies. **Prerequisite:** GEOG 208 or consent of instructor. **Three hours per week.**

410. METEOROLOGY 3 hours credit

Analysis of the physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

411. GEOMORPHOLOGY 3 hours credit

Deals with landform analysis. Study of agents of erosion and deposition—water, wind and ice—and of the internal forces which leave visible evidence on the earth's surface. **Prerequisite:** GEOL 103 or consent of instructor. **Four hours per week, and three one-day and one three-day field trips.**

413. APPLIED CLIMATOLOGY 3 hours credit

Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, architecture and energy use. **Prerequisite:** GEOG 201 or consent of instructor. **Three hours per week.**

415. SELECTED PROBLEMS 3 hours credit

Independent study designed to permit research or in-depth work on a selected topic. Specific topic will be indicated on the student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Consent of department review committee.

422. READINGS IN GEOGRAPHY 3 hours credit

Readings designed to permit in-depth study of a selected

topic. Specific topic will be indicated on the student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Consent of department review committee.

450. TOPICS IN GEOGRAPHY 3 hours credit

An analysis of selected systematic and/or regional topics. A single theme will be considered and will be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Consent of instructor. **Three hours per week.**

475. FIELD PROBLEMS IN GEOGRAPHY 3-6 hours credit

A geographic research field experience. Development of a research proposal, collection and analysis of data, and the integration of such in a formal research paper. **Prerequisite:** Consent of instructor.

504. SEMINAR: PHYSICAL GEOGRAPHY 3 hours credit

A seminar dealing with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with consent of instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 400-level physical geography course or consent of instructor. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY 3 hours credit

An analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with the consent of the instructor. May be taken twice for credit under different subtitles. **Prerequisite:** 300-level regional geography course. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit

Preparation of optional research project in master's degree program under departmental direction.

Health

401. COMMUNITY HEALTH 3 hours credit

A study of the factors involved in improving public health, including a survey of community health problems and resources, and the role of the teacher in community health. **Three hours per week.**

410. STRESS AND STRESS MANAGEMENT 3 hours credit

Provides students with an understanding of the nature of the stress response and the practical application of stress management techniques. Major topics include the psychophysiology of stress, the role of stress in disease, social engineering, cognitive reappraisal and relaxation training. Useful for personal growth and professional application. **Prerequisites:** BIOL 215, 216. **Three hours per week.** (Fall semester only)

History

400. HISTORY OF MARYLAND 3 hours credit

A study of Maryland history and government from the Colonial period to the present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week.**

401. AMERICAN DIPLOMACY 3 hours credit

A historical study of the foreign relations of the United States and the resultant diplomatic negotiations from 1776 to the present. **Three hours per week.**

405. THE UNITED STATES IN THE 20TH CENTURY I 3 hours credit

Populism to 1932. A study of the political, economic, intellectual and social problems attending America's rise to world power later in the 19th century, its involvement in World War I, the changes attending that conflict and the problems of the 1920s. **Three hours per week.**

406. THE UNITED STATES IN THE 20TH CENTURY II 3 hours credit

F.D. Roosevelt to the present. A study of the efforts of the United States to resolve the complex problems of the 1930s intensified by the Great Depression, its involvement in World War II and struggles to maintain peace in the postwar world. **Three hours per week.**

407. THE WESTWARD MOVEMENT 3 hours credit

A study of the Westward Movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week.**

408. HISTORY OF THE SOUTH 3 hours credit

A history of the South from the Colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week.**

409. RECENT TRENDS AND DEVELOPMENT IN LATIN AMERICA 3 hours credit

An examination of the important political, economic and military changes in Latin America, particularly those of the 20th century. **Three hours per week.**

411. PROBLEMS IN LATIN AMERICAN HISTORY 3 hours credit

Readings, reports and discussion of historical problems of Latin American development. **Three hours per week.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I and II 3 hours credit each

These courses are a study of American thought as reflected by the people and their leaders. The development of American heritage is covered from the Colonial period to the present, with emphasis upon the intellectual, social, religious and economic movements. The first course covers the Colonial period to Reconstruction and the second course from about 1876 to present. **Three hours per week each.**

417. HISTORY OF SCIENCE AND TECHNOLOGY 3 hours credit

A survey of the evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Prerequisites:** HIST 101, 102. **Three hours per week.**

421. EUROPE IN THE 20TH CENTURY WORLD 3 hours credit

A study of economic, social, intellectual and political development of Europe viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Prerequisites:** HIST 101, 102. **Three hours per week.**

423. RUSSIA: RISE TO IMPERIAL POWER 3 hours credit

A study of Russia from its Kievan origins, its medieval growth and consolidation, to the empire inherited by Nicholas I; emphasis on the social, economic and political developments. **Prerequisites:** HIST 101, 102. **Three hours per week.**

424. MODERN RUSSIA 3 hours credit

A survey of the growth of a modern, industrialized, bureau-

cratic state, from the reign of Nicholas I to the present, with emphasis on the social, economic and political forces which have shaped it today. **Prerequisites:** HIST 101, 102. **Three hours per week.**

426. HISTORY OF SOUTHERN ASIA 3 hours credit
A study of the Indian subcontinent and adjacent regions, their social development, the evolution of Hinduism and Buddhism, the Islamic, Mongol and British conquests, the rise of nationalism and the status of the region today. **Prerequisites:** HIST 101, 102. **Three hours per week.**

430. READINGS IN HISTORY 3 hours credit
A readings course in history for students who have achieved above average in at least 18 hours of history courses. This course may be taken twice under different course titles recorded with the registrar. **Three hours per week.**

437. HISTORY OF EUROPEAN IDEAS 3 hours credit
A survey of the Western intellectual tradition, beginning with its heritage from the ancient world and emphasizing the main currents of European thought from the Middle Ages to the present. Particular emphasis will be placed on the rise of a spirit of free inquiry, the development of a scientific attitude and the growth of a distinct intellectual class. **Prerequisites:** HIST 101, 102. **Three hours per week.**

440. MINORITY GROUPS IN UNITED STATES HISTORY 3 hours credit
Attention is given to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week.**

445. AFRICAN-AMERICAN HISTORY 3 hours credit
A study of the life and role of the African-American from the Colonial period to the present. **Three hours per week.**

450. SELECTED PROBLEMS IN EUROPEAN THOUGHT AND CULTURE, 1700-1840 3 hours credit
Readings and discussion in this course will focus on intellectual currents in England, France and Germany in the 18th and early 19th centuries. Works of contemporary writers will be examined in the context of social and political developments. **Prerequisites:** HIST 101, 102. **Three hours per week.**

460. HISTORY OF CHINA SINCE 1800 3 hours credit
The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Prerequisites:** HIST 101, 102. **Three hours per week.**

470. HISTORY OF THE EARLY ROMAN EMPIRE 3 hours credit
An intensive study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Prerequisites:** HIST 101, 102. **Three hours per week.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY 3 hours credit
Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy) will be examined. May be taken twice under different subtitles recorded with the registrar. **Prerequisites:** HIST 101, 102. **Three hours per week.**

474. HISTORY OF ANCIENT EGYPT 3 hours credit
An intensive study of three eras of Egyptian history: the

pyramid age, the chaotic middle kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Prerequisite:** HIST 101. **Three hours per week.**

480. MUSEUM STUDIES 3 hours credit
The course is designed as a work experience which invites students to learn techniques of museology. The student will work in cooperation with various local or regional museums. The learning experience will take place under the supervision and direction of a museum curator. May be repeated once.

490. STUDIES IN HISTORY 3 hours credit
An intensive historical study of particular periods, groups, economics, and intellectual, cultural and social movements and/or institutions. May be taken twice under different course titles recorded with the registrar.

502. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA 3 hours credit
A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics through individual research projects. This course may be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

503. SEMINAR IN 19TH CENTURY AMERICA 3 hours credit
An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

504. SEMINAR IN EUROPEAN HISTORY 3 hours credit
Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

505. SEMINAR: MARYLAND HISTORY 3 hours credit
Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

506. SEMINAR IN 20TH CENTURY AMERICA 3 hours credit
Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

508. SEMINAR IN AMERICAN DIPLOMACY 3 hours credit
Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

510. SEMINAR IN LATIN AMERICAN HISTORY 3 hours credit
An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

512. READING SEMINAR 3 hours credit
An extensive-intensive directed readings course on a topic selected by the instructor. It is intended to be an in-depth survey of a specific topic, as well as preparation for the written and oral examinations for the M.A. **Three hours per week.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under departmental supervision. **Three hours per week.**

531. THESIS 3 hours credit

Mathematical Sciences

402. THEORY OF NUMBERS 3 hours credit
Basic concepts: integers, prime numbers, divisibility, congruences and residues. **Prerequisite:** MATH 201. **Three hours per week.**

406. GEOMETRIC STRUCTURES 3 hours credit
An axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. **Prerequisite:** MATH 201. **Three hours per week.**

413. MATHEMATICAL STATISTICS I 3 hours credit
Axioms and algebra of probability, discrete and continuous random variables and their probability distributions, multivariate distributions and limit theorems. **Prerequisite:** MATH 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II 3 hours credit
Methods of estimating, properties of estimators, hypothesis testing, linear models, least squares, analysis of variance, enumerative data and nonparametric statistics. **Prerequisite:** MATH 413. **Three hours per week.**

441. ABSTRACT ALGEBRA 3 hours credit
An introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. **Prerequisite:** MATH 306 or 310. **Three hours per week.**

451. ANALYSIS I 3 hours credit
Modern abstract analysis including such topics as topology of the real number system, sequences, continuity and differentiability. **Prerequisite:** MATH 310. **Three hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS 3 hours credit
Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields, finite markov processes; models for growth processes. **Prerequisite:** MATH 306. **Three hours per week.**

471. NUMERICAL ANALYSIS 3 hours credit
Such topics as interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, systems of linear equations and analysis of error. **Prerequisites:** MATH 311 and programming experience. **Three hours per week.**

480. HISTORY OF MATHEMATICS 3 hours credit
A study of the chronological development of mathematics, with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. **Prerequisite:** MATH 402, 406 or 441. **Three hours per week.**

490. SPECIAL TOPICS 3 hours credit
For the student who wishes to study in certain specialized areas such as functional analysis, multivariate statistics or artificial intelligence. May be taken twice under different course subtitles recorded with the registrar. **Prerequisites:** For most topics, MATH 306 and 310. **Three hours per week.**

500. FOUNDATIONS OF NUMBER THEORY 3 hours credit
Designed for teachers of arithmetic, with emphasis on the

development of the real number system in elementary number theory. **Prerequisite:** One course in college mathematics or consent of instructor. **Three hours per week.**

502. APPLIED STATISTICS 3 hours credit
The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention will be given to the use and abuse of these models by researchers. **Prerequisite:** A course in statistics (MATH 151). **Three hours per week.**

506. SELECTED TOPICS 3 hours credit
Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Approval of the department.

507. SEMINAR: ALGEBRA 3 hours credit
A seminar dealing with selected topics from linear and abstract algebra. A seminar paper is required. **Prerequisite:** Approval of the department.

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in Master of Education program under departmental supervision.

590. SPECIAL PROBLEMS IN MATHEMATICS 3 hours credit
Individually designed programs including summer workshops and special seminars. Specific topic will be indicated on transcript. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of instructor.

Music

400. RENAISSANCE AND BAROQUE MUSICAL STYLES 3 hours credit
Philosophy, musical forms and styles of the period 1500-1750; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 114 or approval of department chair. **Three hours per week.**

401. MUSICAL STYLES OF THE 18TH AND 19TH CENTURIES 3 hours credit
Philosophy, musical forms and styles of the period 1750-1900; study of representative vocal and instrumental music by outstanding composers of the period. **Prerequisite:** MUSC 114 or approval of department chair. **Three hours per week.**

403. PIANO HISTORY AND LITERATURE 3 hours credit
A comprehensive study of the piano and its predecessors; the course traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments affected keyboard literature and performance practices. This course includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. **Prerequisite:** MUSC 200, 114 or approval of instructor. **Three hours per week.**

406. INTRODUCTION TO ELECTRONIC MUSIC 3 hours credit
Music synthesis is approached through reading, listening, analysis and studio experience. **Prerequisite:** MUSC 112 or permission of instructor. **Three hours per week.**

408. MODERN MUSIC 3 hours credit
Emergence of new developments from late romantic music through serial and electronic music, including influences of

jazz and considering the effects of social forces and current world events. **Prerequisite:** MUSC 114 or equivalent. **Three hours per week.**

409. INTRODUCTION TO ETHNOMUSICOLOGY 3 hours credit

The study of music of world cultures not associated with the traditional study of Western art music, with emphasis on the musics of Eastern Europe; the Near, Middle and Far East; Africa; the Pacific Islands; and native America. **Prerequisites:** MUSC 114 and 200 or approval of instructor. **Three hours per week.**

410. CHURCH MUSIC 3 hours credit

Designed for the practicing or potential church musician. A practical course dealing with all aspects of the church music program. **Prerequisite:** Approval of the instructor. **Three hours per week.**

411, 412. APPLIED MUSIC I AND II 3 hours credit each

An advanced course in performance technique using a wide variety of literature. A solo recital (alone or sharing a program with other students) encompassing music of many styles and periods is a required culmination. Students will elect one performing medium (piano, voice, organ or other instrument) and must have completed the fourth course in the sequence for that instrument as a prerequisite. Each course may be repeated for credit once. **Prerequisite:** Chair's permission. **Three hours per week and a minimum of 12 individual practice hours per week.** \$150 applied fee.

416. AMERICAN MUSIC 3 hours credit

Analysis of musical forces and styles as they reflect the nation's development and America's unique contributions to the growth of music as an art form. **Prerequisite:** MUSC 114 or equivalent. **Three hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS 3 hours credit

Fundamental techniques of scoring for various acappella and accompanied voice combinations; scoring for orchestra, band and various instrumental combinations; special characteristics of each choir of instruments; range of voices; selection of suitable literature for treatment in different ensembles, with consideration of style. **Prerequisite or corequisite:** Theory IV. **Three hours per week.**

429. MUSIC CONCEPTS FOR EARLY CHILDHOOD 3 hours credit

Melodic and rhythmic elements within the cognitive, physical and aural capabilities of young children (nursery school through primary grades); use of simple creative application to reinforce music concepts. **Prerequisite:** MUSC 200 or approval of instructor. **Three hours per week.**

430. MUSIC CONCEPTS FOR ELEMENTARY SCHOOL 3 hours credit

Development of musical skills, with emphasis on part-singing, piano accompaniments, combined rhythms, conducting skills and creative application of these skills appropriate for the elementary school. **Prerequisite:** MUSC 200 or consent of instructor. **Three hours per week.**

431. MUSIC CONCEPTS IN SECONDARY SCHOOL GENERAL MUSIC 3 hours credit

Selection and application of appropriate materials and techniques to develop musical concepts, skills, knowledge, judgment and discrimination in adolescents. **Prerequisite:** MUSC 200 or consent of instructor. **Three hours per week.**

435. CHORAL LITERATURE 3 hours credit

Class investigation and evaluation of choral music for all voice

combinations appropriate for elementary through senior high school and adult ensembles. **Three hours per week.**

440. MODERN MARCHING BAND: TECHNIQUES AND MATERIALS 3 hours credit

A detailed work survey of traditional marching band styles and their adaptation to current trends. **Prerequisite:** Approval of the instructor. **Three hours per week.**

441. INSTRUMENTAL LITERATURE 3 hours credit

Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** Approval of the instructor. **Three hours per week.**

450. STUDIES IN MUSIC 3 hours credit

Study of a single composer, musical form, performance medium or technique or topic in music education. The topic will differ from semester to semester. This course may be taken twice under different course subtitles recorded with the registrar. Possible prerequisite(s) listed according to topic by semester. **Three hours per week.**

490. DIRECTED INDEPENDENT STUDY 1-3 hours credit

A tutorial course in any area of music open to senior and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. May be repeated for a maximum of six credits, under different course subtitles recorded with the registrar. **Prerequisite:** Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing.

500. 20th CENTURY MUSIC 3 hours credit

Analysis of the manner in which melody, rhythm, harmony, form and orchestral instruments are used by major modern composers. Political, economic and social forces and current world events are considered for their effects on music of our time. **Three hours per week.**

501. SYMPHONY ORCHESTRA 1 hour credit

Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

502. SYMPHONY ORCHESTRA 1 hour credit

Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

503. SYMPHONY ORCHESTRA 1 hour credit

Research and performance of major works in the field of orchestral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours studio per week.**

505. MUSIC HISTORY AND MUSICAL STYLE 3 hours credit

The development of Western musical style is traced from early written records to the present, stressing the continuity of basic musical principles. **Prerequisite:** One course in music history or a stylistic period. **Three hours per week.**

507. CHAMBER CHOIR 1 hour credit

Research and performance of major works in choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

508. CHAMBER CHOIR 1 hour credit

Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

509. CHAMBER CHOIR 1 hour credit

Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION 3 hours credit

Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

512. ADMINISTRATION AND SUPERVISION IN SCHOOL MUSIC 3 hours credit

A course dealing with the need and purpose of supervision in music. Areas of concentration include factors affecting the learning process, curriculum building, fiscal management, evaluation and staff-community relations. **Three hours per week.**

515. ADVANCED CHORAL CONDUCTING 3 hours credit

A course designed for the practicing choral conductor. Includes techniques, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

516. WIND SINFONIA 1 hour credit

Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

517. WIND SINFONIA 1 hour credit

Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Three hours rehearsal per week.**

518. WIND SINFONIA 1 hour credit

Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Three hours rehearsal per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION 3 hours credit

A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical aptitude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/ MUSIC EDUCATION 3 hours credit

Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. **Weekly conference with faculty sponsor.**

538. APPLIED MUSIC IX 1-2 hours credit

Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X 1-2 hours credit

Continued individual student instruction at the graduate level in a major performance area. **Prerequisites:** Audition, MUSA 538.

590. DIRECTED INDEPENDENT STUDY 1-3 hours credit

An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a

maximum of three hours credit under different course subtitles recorded with the registrar. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

Nursing

415. SPECIAL TOPICS IN NURSING 1-3 hours credit

Study of a selected area of nursing. Topics may vary from semester to semester. Provides opportunities for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles recorded with the registrar. **One to three hours lecture, zero to two hours lab per week.**

457. CULTURAL CONSIDERATIONS IN NURSING 2 hours credit

Provides a basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Two hours per week.**

485. SCHOOL HEALTH 3 hours credit

Current issues relevant to the health of school age children and adolescents. Topics include: roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** PSYC 300, EDUC 300 or consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY 1-3 hours credit

Intensive study in a specific area of nursing agreed upon by the student and faculty member. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Written consent of instructor who will direct the study, chair of the department and director of the graduate program in nursing.

495. DIMENSIONS OF PROFESSIONAL NURSING 3 hours credit

Examines social, economic and political forces impacting health care and nursing roles in complex organizations. Provides framework for development of specialized nursing roles. Students integrate organization and role theories as leaders and change agents in a variety of health care settings. **Prerequisite:** Completion of semester III in the accelerated program track. **Two hours lecture, six hours clinical per week.**

515. EPIDEMIOLOGY 3 hours credit

Focuses on epidemiologic concepts and the incorporation of empirical epidemiologic data into the advanced application of the nursing process. Emphasis is placed on the study of health problems affecting families in rural settings. May not be taken by students who have taken NURS 553. **Three hours lecture per week.**

516. FAMILY NURSING I 5 hours credit

Explores advanced theoretical and empirical knowledge related to families, with special attention to families in rural settings. Emphasis is placed on incorporation of this knowledge into the advanced application of the nursing process with the rural family as a client to improve family health. May not be taken by students who have taken NURS 518. **Three hours lecture, six hours clinical practice per week.**

517. FAMILY NURSING II 5 hours credit

Continues the exploration of advanced theoretical and empirical knowledge related to families in rural settings, with emphasis on the application of research findings. The expanded application of the nursing process focuses on the culture and characteristics of the rural communities in which families live

and their influences on health and adaptation. May not be taken by students who have taken NURS 530. **Prerequisites:** NURS 515, 516. **Two hours lecture, nine hours clinical practice per week.**

525. HEALTH CARE SYSTEMS **2 hours credit**
Explores the structure and functions of the health care system and the legal, ethical and economic forces that impact on it. Emphasis is placed on rural health issues and on the role of the advanced nurse practitioner in analyzing these issues and serving as an advocate for policies which will positively affect the health of rural families. **Two hours lecture per week.**

538. NURSING THEORIES **2 hours credit**
Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to: meeting criteria for theory building; major concepts used; theoretical perspectives used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours lecture per week.**

544. NURSING RESEARCH DESIGNS **3 hours credit**
Builds upon knowledge of the research process learned at the baccalaureate level. Focuses on the importance of the research process in the development and testing of nursing theory. Emphasis is placed on the role of the advanced nurse practitioner as a consumer and practitioner of nursing research. **Prerequisite:** MATH 502. **Three hours lecture per week.**

545. RESEARCH DEVELOPMENT **1 hour credit**
Provides peer and faculty support for the development of thesis research. **Prerequisites:** MATH 502, NURS 544. **One hour seminar per week.** Must take for two semesters for one credit each semester.

552. SPECIALIZED ROLES IN NURSING **2 hours credit**
Provides a theoretical base for understanding the structure, functions and processes of organizations. Emphasis is placed on the commonalities between nursing service administration roles and clinical specialist roles in improving organizational effectiveness and efficiency for the delivery of health care to rural families. **Prerequisite or corequisite:** NURS 525. **Two hours seminar per week.**

554. ADMINISTRATION IN NURSING SERVICE **6 hours credit**
Focuses on the independent and interdependent functions of the nursing service administrator at various levels of decision making in an organization. Affords the opportunity to implement leadership strategies in selected clinical settings with a nursing service administrator as mentor. Emphasizes the role of the advanced nurse practitioner as a change agent in planning, implementing and evaluating health care for rural families. **Prerequisites:** NURS 525, 552; BUAD 535 must be prerequisite or corequisite. **Two hours seminar, 12 hours clinical practicum per week.**

556. CLINICAL NURSE SPECIALIZATION **6 hours credit**
Focuses on the diverse clinical and organizational skills necessary for functioning effectively as a clinical nurse specialist in family nursing in varied clinical settings of a rural area. Affords the opportunity to gain expertise in conjunction with a qualified advanced nurse clinician role model and to develop in the leadership role as a family advocate and change agent. **Prerequisites:** NURS 525, 552. **Prerequisite or corequisite:** EDUC 509 or BIOL 552. **Two hours seminar, 12 hours clinical practicum per week.**

580. SPECIAL TOPICS IN NURSING **1-3 hours credit**
Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles recorded with the registrar. **Prerequisite:** Consent of a graduate nursing program faculty member. **One to three hours lecture, zero to two hours lab per week.**

590. THESIS **1 hour credit**
Provides faculty support for completion of the thesis. **Prerequisite:** Completion of all coursework. Must register for one credit for each semester working on thesis.

Philosophy

402. THE PROBLEM OF GOD **3 hours credit**
This course involves an effort to think through the ultimate questions philosophy asks about God's nature and existence. Attention will be given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

403. EXISTENTIALISM **3 hours credit**
A close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

406. PHILOSOPHY OF SCIENCE **3 hours credit**
A critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. **Prerequisite:** One philosophy course or consent of instructor. **Three hours per week.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE **3 hours credit**
Involves an examination of a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature; theme will vary from offering to offering. May be taken twice under different course subtitles recorded with the registrar. **Prerequisites:** ENGL 101, 102 and one philosophy course, or consent of instructor. **Three hours per week.**

475. SEMINAR IN PHILOSOPHY **3 hours credit**
Content varies from semester to semester. Seeks to offer to advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. May be repeated for credit with faculty approval. **Prerequisite:** Consent of instructor. **Three hours per week.**

490. INDEPENDENT STUDY **1-3 hours credit**
A tutorial course in a specific problem in philosophy, a particular philosopher or a particular period of philosophy. Open to junior, senior and graduate students, conditional on faculty member's consent. This course may be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

Physical Education

406. ADMINISTRATION AND ORGANIZATION **3 hours credit**
Problems of administrative structure and procedures, program planning, organization of physical education classes and de-

partments and organization of athletic programs. **Prerequisite:** PHEC 250 and/or consent of instructor. **Three hours per week.** (Fall semester only)

413. ADVANCED TRAINING AND SPORTS MEDICINE **3 hours credit**
Develops advanced knowledge of athletic injuries after the student has completed PHEC 313 or an equivalent. **Three hours per week.** (Spring semester only)

415. CLINICAL ROTATION IN ATHLETIC TRAINING **3 hours credit**
A course designed to expose students to clinical situations which enhance their understanding of the etiologies pertaining to injuries, both athletic and non-athletic. Topics include recognition, treatment, care and rehabilitation of injuries. **Prerequisites:** PHEC 313, 413 and HLTH 201 or equivalent. **Two hours lecture, seven hours clinical per week.**

451. PSYCHO-SOCIAL ASPECTS OF SPORT **3 hours credit**
The interaction of physical education (sports) with the psychological and sociological development of the individual. **Prerequisite:** PSYC 101 or consent of instructor. **Three hours per week.**

460. DANCE WORKSHOP **3 hours credit**
Considers practical and technical aspects of all types of dance. Designed for instructors or performers who want to enhance their current capabilities and knowledge. **Prerequisite:** Teaching experience or consent of instructor. **Three hours per week.**

490. SELECTED TOPICS IN PHYSICAL EDUCATION **1-3 hours credit**
Provides opportunities for short-term needs and interest of students and/or faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits. **Prerequisite:** Consent of instructor.

Political Science

401. POLITICAL THEORY **3 hours credit**
A survey of political thought based on the analysis of ideas of leading ancient, medieval and modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

409. CAUSES OF WAR **3 hours credit**
Designed to acquaint students with the major theories of international relations, especially those concerned with explaining international conflict. The major questions to be studied are: Why do nations go to war? How can war be prevented? Once war is begun, how can it be limited and terminated? **Prerequisite:** Nine hours of social sciences. **Three hours per week.**

411. INTERNATIONAL LAW **3 hours credit**
A survey of the general principles and special rules of international law, as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

415. SOVIET FOREIGN POLICY **3 hours credit**
A study of the trends, developments and major issues in Soviet foreign policy. An attempt will be made to address the historical background and the ideological foundations of Soviet foreign policy, as well as the domestic political factors which have shaped Soviet foreign relations. **Prerequisites:** POSC 310, HIST 424 or permission of the instructor. **Three hours per week.**

430. THE CONGRESS IN AMERICAN POLITICS **3 hours credit**
Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in the American political process will be discussed. **Prerequisites:** POSC 101, 110. **Three hours per week.**

431. LOCAL GOVERNMENT IN THE UNITED STATES **3 hours credit**
An examination of county, metropolitan and municipal governments with emphasis on a description of these political subsystems, their place in the federal system and the relationship between the socio-economic environment, governmental structure and public policy. **Prerequisites:** POSC 101, 110. **Three hours per week.**

440. PUBLIC ADMINISTRATION **3 hours credit**
A study of the basic characteristics of modern American governmental bureaucracies, as well as an analysis of some of the important issues which public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

480. STUDIES IN POLITICAL SCIENCE **3 hours credit**
An intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different titles recorded with the registrar. **Prerequisite:** Consent of the instructor. **Three hours per week.**

490. INDIVIDUAL RESEARCH **3 hours credit**
Advanced students, under the direction of a faculty member, pursue a research project involving an in-depth reading program or the collection and analysis of data from primary sources. May be taken twice under different titles recorded with the registrar. **Prerequisites:** Advanced standing and consent of the instructor who will direct the study. **Three hours per week.**

500. PROBLEMS OF WORLD POLITICS **3 hours credit**
A study of the political problems and issues among nations—such as propaganda—causes of war, armaments control and neutrality which affect the peace and security of the United States and other nations. **Three hours per week.**

510. SEMINAR IN AMERICAN GOVERNMENT **3 hours credit**
A seminar designed to examine contemporary problems in governing the American nation. May be taken twice under different course subtitles recorded with the registrar. **Three hours per week.**

Psychology

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY **3 hours credit**
A coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires are considered in terms of their measurement assumptions and utility. **Prerequisite:** PSYC 220 or consent of instructor. **Three hours per week.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE **3 hours credit**
Concerned with how attitudes are formed, measured and changed. Emphasis placed on the classical theories and on new approaches to attitude formulation and change. **Prerequisite:** PSYC 306 or consent of the instructor. **Three hours per week.**

407. PSYCHOLOGY OF PERSONALITY 3 hours credit
A survey of major theoretical approaches to the origin and development of human personality. **Prerequisite:** PSYC 101. **Three hours per week.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY 3 hours credit
Study of basic integrating theories of psychology. **Prerequisite:** PSYC 211 or consent of the instructor. **Three hours per week.**

409. ENVIRONMENTAL PSYCHOLOGY 3 hours credit
A study of the effects of the environment on human behavior. Consideration will be given to such topics as organizational structure and climate, architecture, population density and urban stress. **Prerequisite:** PSYC 101. **Three hours per week.**

415. MOTIVATION AND EMOTION 3 hours credit
A survey of experimental findings and theory of processes that energize and direct behavior. **Prerequisite:** PSYC 211. **Three hours per week.**

423. PSYCHOLOGY OF THE EXCEPTIONAL CHILD 3 hours credit
A study of children who vary from the norm, including the gifted, physically handicapped, mentally handicapped, socially handicapped and emotionally disturbed. **Prerequisite:** PSYC 300 or 562, EDUC 300 or consent of the instructor. **Three hours per week.**

430. LEARNING THEORY AND ITS APPLICATION 3 hours credit
Designed to acquaint students with the theoretical base and experimental data to support a unified approach to human learning. This course also includes the application of learning theory in the school setting. **Three hours per week.**

445. COGNITIVE PSYCHOLOGY 3 hours credit
Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. **Prerequisite:** PSYC 211. **Three hours per week.**

450. SENSATION AND PERCEPTION 3 hours credit
Study of human sensory and perceptual systems with emphasis on vision. Perception is treated from a physiological, behavioral and cognitive point of view. May not be taken for credit if student already has credit for PSYC 450. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

462. BEHAVIOR MODIFICATION IN BUSINESS AND INDUSTRY 3 hours credit
A behavioral analysis of problems and topics taken from current business and industry journals. Additional emphasis on procedures used in leadership effectiveness programs. **Prerequisite:** PSYC 101. **Three hours per week.**

465. PRINCIPLES AND TECHNIQUES OF GROUP THEORY 3 hours credit
A study of the principles and techniques of group counseling/psychotherapy and their application. Includes a review of the psychological and historical development of group theory and a study of the pertinent research. Discussion and role-playing are important elements of this course. **Prerequisite:** Advanced standing. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY 1-3 hours credit
Designed to enable advanced students to pursue through observation, experimentation or library research a topic of their choosing. May be taken more than once for a maximum of six credits. **Prerequisite:** Consent of department chair.

495. SELECTED TOPICS IN PSYCHOLOGY 1-3 hours credit
Selected special topics and contemporary issues in psychology. May be repeated for a maximum of six credit hours. **Prerequisite:** Consent of instructor.

500. SEMINAR IN PROFESSIONAL PSYCHOLOGY 3 hours credit
Intensive study of current issues in the practice of psychology including legal and ethical issues, professional identity, practical issues related to working in community-based agencies and treating special populations. To be taken prior to enrolling in any practicum course. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

501. SEMINAR IN THE PSYCHOLOGY OF THE MENTALLY RETARDED 3 hours credit
A seminar enabling students to intensively investigate specific problems in the etiology, diagnosis, assessment and treatment of the mentally retarded. **Prerequisite:** PSYC 300 or consent of instructor. **Three hours per week.**

502. PSYCHOLOGY OF LEARNING DISABILITIES 3 hours credit
A thorough overview of learning dysfunctions from the points of view of medicine, psychology and education. Emphasis placed on deviant learning problems, causes of learning disabilities, identification and treatments. **Prerequisite:** PSYC 423 or consent of the instructor. **Three hours per week.**

503. CHILDHOOD PSYCHOPATHOLOGY 3 hours credit
A study of behavioral problems in children and young people, ranging from mild personality disorders to psychoses. Special consideration is given to symptoms, etiology and treatment. **Prerequisites:** Master's degree student and consent of instructor. **Three hours per week.**

504. MENTAL HYGIENE 3 hours credit
A study of the forces influencing the development of the stable and the deviant personality and how most effectively to deal with these factors. **Prerequisite:** PSYC 101 or consent of the instructor. **Three hours per week.**

505. PERSONALITY ASSESSMENT 3 hours credit
Focuses on objective and projective personality assessment procedures, including questionnaires, situational tests, attitude scales and behavioral observation. **Prerequisites:** Admission to master's program in psychology or consent of program director, and PSYC 407. **Three hours per week.**

507. PSYCHOTHERAPY AND COUNSELING I 3 hours credit
The implications for the theory and practice of counseling that might be derived from psychodynamics and interpersonal and experiential sources are studied. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

508. PSYCHOTHERAPY AND COUNSELING II 3 hours credit
Acquaints the student with principles underlying learning and cognitive processes and their application to behavioral approaches to counseling and therapy. **Prerequisite:** PSYC 507 and consent of instructor. **Three hours per week.**

511. DIAGNOSTIC TESTS IN COUNSELING 3 hours credit
A study of diagnostic tests in counseling and their relationship to therapeutic procedures in order to better understand clients and improve effectiveness. **Prerequisite:** Master's degree student. **Three hours per week.**

513. ADULT PSYCHOPATHOLOGY 3 hours credit
Critical examination of issues related to the etiology, diagnosis and treatment of common and rare disorders. Emphasis on clinical decision making and diagnostic skills and understanding models of psychopathology. **Prerequisites:** Consent of instructor and PSYC 302 or equivalent.

515. SEMINAR IN ADOLESCENT BEHAVIOR 3 hours credit
Covers current issues in adolescent behavior such as drug use, parental relationships, peer interactions and other related topics. Requires a paper, an adolescent study and group work in developing research tools. **Three hours per week.**

520. INDIVIDUAL INTELLIGENCE TESTING 3 hours credit
Focuses on various individual intelligence and behavioral observation tests of children and adolescents. It emphasizes the administration and the reporting of individual intelligence test results. **Prerequisites:** Admission to the master's program in psychology or consent of program director and PSYC 403 or EDUC 532. **Three hours per week.**

521. PSYCHO-EDUCATIONAL ASSESSMENT 3 hours credit
Focuses on theory, research findings and clinical applications of major testing instruments for the learning disabled, mentally retarded, emotionally disturbed and physically handicapped. **Prerequisite:** M.A. student. **Three hours per week.**

524. CLINICAL PRACTICUM I 3 hours credit
First in a two-part series of practicum experiences, this course is designed to provide students with actual training experience in a variety of clinical settings. The course includes individual supervision and a weekly seminar on counseling processes and issues related to the roles and functions of counseling and school psychologists. **Prerequisites:** Admission to master's program in psychology, consent of instructor and completion of PSYC 500, 544, 507, 508. **Minimum of 10 hours per week plus supervision.**

525. CLINICAL PRACTICUM II 3 hours credit
The second in a two-part series of practicum experiences, this course is designed to provide students with counseling and assessment practice with clients who have personal, social, vocational and educational concerns. The course includes individual supervision and a weekly seminar on counseling processes and/or assessment issues consistent with the role and function of a counseling psychologist or school psychologist. **Prerequisites:** Consent of instructor and PSYC 524. **Minimum of 10 hours per week plus supervision.**

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project for students in Master of Education program concentrating in psychology. **Prerequisite:** Consent of department chair.

531. THESIS 3 hours credit

544. CLINICAL INTERVENTION SKILLS 3 hours credit
Focuses on counseling as a communication process and covers such topics as the counseling relationships, verbal and nonverbal communication, helping stages, and therapeutic intervention strategies involved in the counseling process. **Prerequisite:** Admission to master's program in psychology or consent of instructor. **Three hours per week.**

555. EXPERIMENTAL DESIGN 3 hours credit
In order to provide students with the necessary research tools to adequately determine the effectiveness of various treatment approaches, this course focuses on the assessment of de-

signs for research questions. **Prerequisite:** PSYC 560 or consent of instructor.

560. STATISTICAL ANALYSIS OF EXPERIMENTS 3 hours credit
A coverage of the statistical procedures necessary to test hypotheses. Topics to be covered will include test of a single parameter and the differences between two or more parameters. **Prerequisite:** Master's degree student. **Three hours per week.**

562. HUMAN DEVELOPMENT 3 hours credit
In-depth study of life span development. Topics to be covered include biological bases of development, learning, intellectual and moral development, language, motivation and emotion, and the socialization influence of family, peers and schools. **Prerequisite:** Master's level student. **Three hours per week.**

566. ADVANCED GROUP THEORY AND PRACTICE 3 hours credit
Students receive training and knowledge in the areas of theoretical models for groups, techniques and exercises in facilitating the group process, practice in groups and self-analysis experiences. **Prerequisite:** PSYC 465. **Three hours per week.**

575. GRADUATE SEMINAR ON AGING 3 hours credit
An intensive survey of some aspects of human aging. It covers theories, retirement, middle age problems, work, leisure, physical aspects of aging, education and opportunities for the aged. It is designed to make students sensitive to the needs of the aged. **Three hours per week.**

Social Science

400. CURRENT PROBLEMS 3 hours credit
A study is made of either general or special topics of our times. The topics are considered from historic aspects and from the present social and cultural settings in which they occur. **Three hours per week.**

Social Work

450. SOCIAL WORK WITH FAMILIES AND CHILDREN 3 hours credit
Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families, and substitute care including adoption and foster care. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES 3 hours credit
This study of alcohol and drug abuse includes topics such as theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances and stages of dependence and addiction; presents an overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. May not be taken for credit if the student already has credit for SOWK 410. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS 3 hours credit
Social work intervention in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE 3 hours credit
Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. May not be taken for credit if the student has credit for the same course under SOWK 481. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH 3 hours credit
Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Examines social work and mental health concepts, policies, research methods and program development in social service agencies, community mental health facilities and institutional accommodations. May not be taken for credit if the student already has credit for the same course under SOWK 481. **Prerequisite:** SOWK 300 or consent of instructor. **Three hours per week.**

484. SOCIAL WORK AND THE LAW 3 hours credit
Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS 1-3 hours credit
Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Prerequisite:** SOWK 200 or consent of instructor. **Three hours per week.**

Sociology

409. SOCIOLOGY OF EDUCATION 3 hours credit
Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY 3 hours credit
An analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY 3 hours credit
An analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or consent of instructor. **Three hours per week.**

499. SPECIAL TOPICS 3 hours credit
Number reserved for courses approved as an experimental response to student interest or community need. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** SOCI 101 or consent of the instructor. **Three hours per week.**

512. GRADUATE SEMINAR IN SOCIOLOGY 3 hours credit
Study and discussion of a selected topic of sociological significance, such as social movements, roots of social inequality, social power or the management of conflict. **Prerequisite:** Six hours of sociology or consent of the instructor. **Three hours per week.**

515. RURAL LIFESTYLES 2 hours credit
Examines the various lifestyles of people in the rural community of the Delmarva Peninsula. These include farmers, migrant workers, watermen, townspeople and tourists. Live interviews, simulated interviews and/or mobile clinic visits will be utilized to assist in comparing and contrasting the lifestyles so that

more effective health care can be planned and implemented for this population. **Two hours per week.**

516. INDIVIDUAL DIRECTED STUDY 3 hours credit
Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different subtitle recorded with the registrar. **Prerequisite:** Six hours in sociology, a concentration in sociology and consent of instructor who will direct the study.

530. DIRECTED RESEARCH 3 hours credit
Preparation of optional research project in master's degree program under direction of a departmental supervisor. **Prerequisite:** Approval of department chair.

560. A PRACTICUM OR INTERNSHIP 1-6 hours credit
An applied sociology combination of study and work. Emphasis is on integrating the theoretical concepts of sociology with a practical experience of work with a recognized employing unit able to provide adequate on-the-job guidance. One to six hours credit to be determined by the student and the faculty coordinator. **Prerequisite:** Nine hours in sociology and approval of department chair.

Spanish

405. SPECIAL PROBLEMS IN SPANISH 1-3 hours credit
Individual study of special areas in Spanish linguistics, such as phonetics and diction in the history and evolution of the language or in Spanish and Latin American literature. Advice and direction from a member of the department required. May be repeated by same student with new content. **Prerequisite:** SPAN 320, 321 or consent of the department chair.

412. SPANISH LITERATURE OF THE GOLDEN AGE 3 hours credit
Study of selected masterpieces of Spanish literature of the *Siglo de Oro*. **Prerequisite:** SPAN 320, 321 or consent of the department chair. **Three hours per week.**

415. NINETEENTH AND TWENTIETH CENTURY SPANISH LITERATURE 3 hours credit
A study of the development of movements in Spanish literature of this period through selected works of outstanding authors. **Prerequisite:** SPAN 320, 321 or consent of department chair. **Three hours per week.**

417. NINETEENTH AND TWENTIETH CENTURY SPANISH AMERICAN LITERATURE 3 hours credit
A study of the major works in Spanish American literature of the 19th and 20th centuries. **Prerequisite:** SPAN 320, 321 or consent of department chair. **Three hours per week.**

418. CONTEMPORARY LITERATURE IN SPANISH 3 hours credit
A study of selected contemporary works in Spanish. Selection varies from year to year. **Prerequisite:** SPAN 320, 321 or consent of department chair. **Three hours per week.**

495. SPANISH FOR PROFESSIONAL AND SERVICE PERSONNEL I 3 hours credit
Students develop fluency in spoken and written Spanish. Situational dialogues in cross-cultural settings underline practical intent. Specific applicability for migrant teachers, social workers, business and hospital personnel. **Three hours per week.**

496. THE BILINGUAL, BICULTURAL CLASSROOM 3 hours credit
Preparation for those in education whose work may involve contact with students and parents from different language and cultural backgrounds, with emphasis on the problems and needs of the Spanish-speaking child. Studies include cross-cultural communication, survival skills in Spanish and culturally relevant materials. **Three hours per week.**

Graduate Study Administration

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B.S., East Carolina University; M.A., Towson State University

A. DEAN BURROUGHS, Associate Professor of Physical Education and Department Chair

B.S., University of Tampa; M.A., Appalachian State University

K. NELSON BUTLER, Provost

B.S., University of Tampa; M.A., Appalachian State University; Ed.D., University of Tennessee

LYNNE CARROLL, Associate Professor of Psychology

B.A., Southern Connecticut State University; M.A., Ph.D., University of Pittsburgh

GREGORY CASHMAN, Associate Professor of Political Science

B.S., M.A., Ohio University; Ph.D., University of Denver

DONALD C. CATHCART, Professor of Mathematical and Computer Sciences

B.A., University of Hawaii; M.A., San Diego State College; Ed.D., Indiana University

MARIE A. CAVALLARO, Associate Professor of Art and Department Chair

B.S., State University of New York College at Buffalo; M.A., East Tennessee State University

- DORAN E. CHRISTENSEN**, Dean of the School of Education and Professional Studies
B.S., Minot State University; M.A., University of Northern Colorado; Ph.D., University of Maryland College Park
- CHARLES EDWIN CIPOLLA**, Associate Professor of Sociology
B.A., Roanoke College; M.A., Wake Forest University; Ph.D., University of Georgia
- JAMES C. CLARKE**, Assistant Professor of Psychology
B.S., University of Scranton; M.A., Ohio University; Ph.D., Lehigh University
- JOHN RICHARD CLEARY**, Associate Professor of Art
B.F.A., Pennsylvania State University; M.F.A., Washington University
- KEITH J. CONNERS**, Professor of Education
A.B., Middlebury College; M.A., Ph.D., University of Connecticut
- PHILLIP D. CREIGHTON**, Dean of the Richard A. Henson School of Science and Technology
B.A., Tarkio College; M.S., Ph.D., Colorado State University
- WAYNE DECKER**, Professor of Management and Department Chair
B.A., Bowling Green State University; M.A., Michigan State University; M.B.A., Middle Tennessee State University; Ph.D., University of Pittsburgh
- EDMUND T. DELANEY**, Professor of Psychology
B.A. (Philosophy), B.A. (Theology), St. John's Seminary; M.Ed., Massachusetts State College; M.S., Coppin State College; Ph.D., University of Illinois
- JEROME J. DeRIDDER**, Professor of Accounting
B.S., Northern Michigan University; M.B.A., Central Michigan University; Ph.D., University of Nebraska Lincoln
- AUGUSTINE G. DIGIOVANNA**, Professor of Biology
B.S., St. John's University; M.S., Ph.D., University of Maryland College Park
- MEHMET DIRIKER**, Associate Professor of Marketing
B.S., Aston University, Birmingham, England; M.B.A., D.B.A., Memphis State University
- ROBERT F. DOMBROWSKI, CPA (Louisiana)**, Associate Professor of Accounting and Department Chair
B.A., Hofstra University; M.B.A., Wharton School, University of Pennsylvania; D.B.A., Louisiana Tech University
- RONALD L. DOTTERER**, Dean of the Charles R. and Martha N. Fulton School of Liberal Arts and Professor of English
A.B., Bucknell University; M.A., M.Phil., Ph.D., Columbia University
- THOMAS G. ELLIOT**, Professor of Music
B.M., M.M., D.M.A., Boston University
- MARY ELLEN ELWELL**, Professor of Social Work
A.B., Western Maryland College; M.S.W., University of Pennsylvania; Ph.D., University of Maryland at Baltimore
- THOMAS L. ERSKINE**, Professor of English
B.A., Bowdoin College; M.A., University of Kansas; Ph.D., Emory University
- EUGENE D. FARACE**, Associate Professor of Geography
B.S., Millersville State University; M.A., University of Maryland College Park
- GREGORY C. FERENCE**, Associate Professor of History
B.A., University of Pittsburgh; M.A., M.L.S., Ph.D., Indiana University
- KATHLEEN FOX**, Professor of Psychology
B.A., State University of New York College at Cortland; Ph.D., State University of New York at Buffalo
- MARK F. FRANA**, Associate Professor of Biology
B.S., University of Iowa; Ph.D., University of Kansas
- ROLAND G. FRANK**, Associate Professor of Education
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- BERNARD A. FUSARO**, Professor of Mathematical and Computer Sciences
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- LEONARD J. GARIGLIANO**, Professor of Education
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- ROBERT MICHAEL GARNER, CPA (Indiana)**, Associate Professor of Accounting and Legal Studies
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- ROBERT W. GRAFF**, Professor of Psychology
B.S., Thiel College; M.A., Ohio University; Ph.D., State University of New York at Buffalo
- BENJAMIN B. GREENE JR.**, Associate Professor of Economics
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- WILLIAM LLOYD GROGAN JR.**, Professor of Biology
B.S., Brigham Young University; M.S., Ph.D., University of Maryland College Park
- DARRELL HAGAR**, Professor of English
B.A., Texas Christian University; M.A., Pittsburgh State University; Ph.D., Texas Christian University
- GARY M. HARRINGTON**, Associate Professor of English
B.A., M.A., University of Montana; Ph.D., University of Toronto
- BENJAMIN HARRISON**, Assistant Professor of Information and Decision Sciences
B.A., Swarthmore College; M.A., Ph.D., University of Wisconsin and Georgia State University
- ANDREW HEPBURN**, Associate Professor of Communication Arts
B.A., Goddard College; M.A., Northwestern University; Ph.D., University of Washington
- NATALIE HOPSON**, Associate Professor of Psychology
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- JANET S. HORNE**, Associate Professor of Communication Arts
B.A., Mary Washington College; M.A., University of North Dakota; Ph.D., Ohio University
- WILLIAM C. HORNE**, Professor of English
B.A., Gettysburg College; M.A., Ph.D., University of Pennsylvania
- KARIN E. JOHNSON**, Professor of Nursing and Director of Grants and Sponsored Research
B.S.N., M.S., P.N.P., University of Maryland at Baltimore; Dr.P.H., Johns Hopkins University
- NORMAN M. JOHNSON**, Professor of History
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- THOMAS W. JONES**, Professor of Biology and Department Chair
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- FRANCIS I. KANE**, Professor of Philosophy and Department Chair
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- KHASHAYAR KHAZEH**, Associate Professor of Finance
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- KENT N. KIMMEL**, Professor of Art
B.F.A., Miami University; M.A., Ph.D., University of Maryland College Park
- JOHN K. KNOWLES**, Professor of Modern Languages
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- EVAN KRAFT**, Assistant Professor of Economics and Finance
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- K. PETER LADE**, Professor of Anthropology
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- CHARLES KENNETH LONG**, Professor of Education
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- ROBERT PORTER LONG**, Associate Professor of Social Work and Field Work Coordinator
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- ANDREW J. PICA**, Associate Professor of Physics
B.S., Herbert H. Lehman College; M.S., Pennsylvania State University; Ph.D., University of Florida
- FLORENCE F. PRITCHARD**, Assistant Professor of Education and Associate Vice President of Academic Affairs
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- SCOTT N. RALSTON**, Assistant Professor of Economics
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- JAMES R. REPLOGLE**, Assistant Professor of Education
B.S., Shippensburg State University; Ed.M., Temple University; Ed.D., Lehigh University
- CONNIE L. RICHARDS**, Professor of English and Department Chair
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- GEORGE C. RUBENSON**, Associate Professor of Management
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- EDWARD T. SHAFFER**, Professor of Chemistry
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- ASIF M. SHAKUR**, Associate Professor of Physics
Ph.D., University of Calgary
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Ph.D., University of Oklahoma
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B.S., Fairmont State College; J.D., West Virginia University
- EDWARD J. STEFFES**, Associate Professor of Sociology
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- ALFRED K. TALBOT JR.**, Professor of Sociology
B.S., M.A., Hampton Institute; Ed.D., College of William and Mary
- ROBERT M. TARDIFF**, Professor of Mathematical and Computer Sciences and Department Chair
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- ANN TAYLOR**, Assistant Professor of Education
B.S., Paine College; M.S., City University of New York; M.Ed., University of Georgia; Ph.D., Howard University
- CALVIN R. THOMAS**, Associate Professor of Geography and Department Chair
B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Tennessee

G. RAY THOMPSON, Professor of History and Department Chair
B.A., Fort Hays State University; M.A., Ph.D., Kansas University

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B.S., Ph.D., University of Southern Mississippi

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MICHAEL WATERS, Professor of English
B.A., M.A., State University of New York College at Brockport; M.F.A., University of Iowa; Ph.D., Ohio University

JAMES M. WELSH, Associate Professor of English
B.A., Indiana University; M.A., University of Kansas

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B.A., University of Notre Dame; M.A., Ph.D., University of Connecticut

ROBERT J. WESLEY, Professor of Communication Arts
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THEODORE R. WIBERG, Associate Professor of Respiratory Therapy
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ARTHUR WILBY, Associate Professor of Education
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KENNETH E. WILKERSON, Professor of Communication Arts
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JOHN T. WOLINSKI, Professor of Education
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HARRY E. WOMACK, Professor of Biology
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JOHN W. WULFF, Professor of Education
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WILLIAM F. ZAK, Professor of English
B.A., Boston College; M.A., Lehigh University; Ph.D., University of Michigan

RAY H. ZEIGLER JR., Associate Professor of Music
B.A., M.Ed., D.Ed., Pennsylvania State University

Salisbury State University

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR ADMISSION TO GRADUATE STUDY

Only those individuals who have the permission of the school dean, or who have completed requirements for the bachelor's degree at an accredited institution of higher learning, are eligible to register for graduate credit. In order for graduate credit to be awarded, a student must apply for admission to graduate study and be accepted. Admission to graduate study does not constitute admission to a degree program. Requirements for admission to master's degree programs vary with the departments concerned. Information on requirements is available upon request from the appropriate departments.

NEW FIRST-TIME GRADUATE STUDENTS must complete and return the *Application for Admission to Graduate Study* before course registration forms can be processed. Also such students must have official copies of all undergraduate and graduate transcripts (these must come directly from the respective institution to the Admissions Office) sent directly to the Admissions Office, Salisbury State University, 30 days prior to the beginning of the semester the student intends to enroll. Additionally, those whose native language is other than English must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL) to the Admissions Office before admission to graduate studies can be granted.

PREVIOUSLY ADMITTED GRADUATE STUDENTS WHO HAVE NOT ENROLLED AT SSU SINCE SEPTEMBER 1987, OR WHO HAVE NOT ENROLLED DURING A CALENDAR YEAR, must reapply and submit an *Application for Admission to Graduate Study*, together with a check in the amount of \$30, to the Admissions Office, Salisbury State University, prior to the beginning of the semester the student intends to enroll.

STUDENTS MAY REGISTER FOR GRADUATE CREDIT EVEN IF THEY ARE NOT IN GRADUATE DEGREE PROGRAMS provided they are admitted to graduate study. Requirements for admission to master's degree programs vary with the departments concerned.

APPLICATION FOR ADMISSION TO GRADUATE STUDY APPLICATION FEE \$30 (NON-REFUNDABLE)

The \$30 application fee is due when the application is submitted. Students may not register for graduate coursework until the application is complete and accepted.

SOCIAL SECURITY NO. _____ month _____ year
date planning to enter

NAME _____ last _____ first _____ middle _____ maiden _____

PERMANENT ADDRESS _____ street address/box number
_____ city _____ state _____ county _____ zip code _____ country (if not USA)

LOCAL ADDRESS _____ street address/box number
(write "same" if same) _____ city _____ state _____ county _____ zip code

PHONE () _____ home _____ work

TITLE: _____ SEX: _____ DATE OF BIRTH _____ CITIZENSHIP: _____
☐ MR. ☐ MS. ☐ MALE ☐ FEMALE mo. day year ☐ USA ☐ VISA
☐ RESIDENT (Non-Citizen)

ETHNIC GROUP: (optional) _____ VETERAN STATUS: _____
☐ (1) AFRICAN-AMERICAN ☐ () NON-VETERAN
☐ (2) AMERICAN INDIAN ☐ (VE) VETERAN ELIGIBLE FOR BENEFITS
☐ (3) ASIAN (OR PACIFIC ISLANDER) ☐ (VN) VETERAN NOT ELIGIBLE FOR BENEFITS
☐ (4) HISPANIC ☐ (DP) DEPENDENT OF DECEASED WAR VETERAN
☐ (5) WHITE ☐ (VR) VOCATIONAL REHABILITATION

INTENDED PLAN OF STUDY

☐ M.A.-English ☐ M.Ed. ☐ History ☐ Non-Degree
☐ M.A.-Psychology Concentration: ☐ Mathematics ☐ Day
☐ M.B.A. ☐ Counseling ☐ Music ☐ Evening
☐ Nursing ☐ Early Childhood Education ☐ Psychology
☐ M.S. Program ☐ Educational Administration ☐ Reading Education
☐ Dual-Degree Program ☐ Elementary Education ☐ Science
☐ M.Ed. in School Administration ☐ English ☐ Secondary Education
☐ Geography

Undergraduate College or University _____ State _____ Degree _____ Date Received _____

Have you taken graduate courses at SSU previously? ☐ Yes ☐ No

Have you taken undergraduate courses at SSU previously? ☐ Yes ☐ No

Have you taken graduate courses at another institution previously? ☐ Yes ☐ No

If yes, please complete the following:

Graduate College or University _____ State _____ Degree _____ Date Received _____

Are you eligible to be considered a Maryland resident for tuition purposes? ☐ No ☐ Yes, a completed *Residency/Domicile Form* is attached
Failure to submit the *Residency/Domicile Form* will result in the classification as an out-of-state resident.

Signature of Applicant _____

Date _____

SEND COMPLETED APPLICATION ALONG WITH A \$30 APPLICATION FEE TO: SALISBURY STATE UNIVERSITY, SALISBURY, MD 21801-6862.

SALISBURY STATE UNIVERSITY RESIDENCY/DOMICILE INFORMATION

Office of Admissions, 1101 Camden Avenue, Salisbury, Maryland 21801-6862 • 410-543-6161

PLEASE PRINT OR TYPE

Name _____ SS No. _____ Semester applying for _____
Last First Middle

☐ Undergraduate Degree Student ☐ Graduate Student ☐ Undergraduate Non-degree Student

To qualify for in-state tuition and fees you must complete the following information. Failure to complete all of the following questions will result in a non-Maryland resident classification. For questions that are not applicable, please use "N/A." This form is not required by out-of-state applicants.

A. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a full-time permanent employee of the University of Maryland System? ☐ Yes ☐ No
 If yes, please attach verification. B. Are you a graduate assistant? ☐ Yes ☐ No

C. Are ☐ you, ☐ your spouse, or ☐ either of your parents (check one) a full-time member of the Armed Forces? ☐ Yes ☐ No
 If yes, list expected date of separation of service member: _____ Please attach a copy of most recent orders.

D. List all your employers during the past two years.

Employment Dates	Company/Firm	City, State	Hours/Week
_____ to _____	_____	_____	_____
_____ to _____	_____	_____	_____
_____ to _____	_____	_____	_____

E. For the 12 months preceding your term of application:
 1. Have you been claimed as a dependent on a federal and/or state income tax return? ☐ Yes ☐ No
 2. Has another person or persons provided one-half or more of your financial support? ☐ Yes ☐ No
 3. If the answer to either 1 or 2 above is "yes," provide the following information about the persons claiming you and/or providing your financial support. If you answered "no" to both 1 and 2, proceed to questions F-M and complete the information based on yourself.

Name _____ Relationship to Applicant _____

Home Address _____

City _____ State _____ Zip _____ Telephone (____) _____ ☐ Own ☐ Rent

Length of time at this address: From _____ to _____ If less than 12 months, list city, state of previous address and dates:
 _____ From _____ to _____

The following questions MUST be answered by the person indicated in E-3 above. If question E-3 is blank, the applicant MUST answer these questions. For questions that are not applicable, please use "N/A."

F. Home Address _____

City _____ State _____ Zip _____ Telephone (____) _____

Length of time you have lived at your current address: From _____ to _____ ☐ Own ☐ Rent

If less than 12 months, list previous address: _____

Street Address _____ City _____ State _____ Zip _____

Length of time at previous address: From _____ to _____

G. Are you a citizen of the United States? ☐ Yes ☐ No If no, immigration status _____

Expiration Date _____ Alien Registration Number _____ Date Issued _____

H. In which state are substantially all your possessions? _____ I. In which state are you registered to vote? _____ Date of registration _____

J. From which state do you hold a valid driver's license? _____ License Number _____

How long have you held a driver's license issued in the state of Maryland? _____

K. In which state(s) are all motor vehicles owned in your name currently registered? _____ ; _____ ; _____

Date(s) of original issuance (month-year) _____ ; _____ ; _____ License Tag Number(s) _____ ; _____ ; _____

If you own a vehicle(s) for less than 11 months, provide information regarding prior vehicle(s) _____

L. List the state(s) and year(s) in which you have filed income tax for the last three years: State _____ Year _____ ; State _____ Year _____ ; State _____ Year _____
 If you did not file a tax return in Maryland within the last 12 months, state reason: _____

M. Did you receive public assistance from any state other than Maryland? ☐ Yes ☐ No

I certify that the information on this application is complete and correct.

Signature of Person Indicated in E-3 Above

Date

POLICY ON STUDENT RESIDENCY CLASSIFICATION FOR ADMISSION, TUITION AND CHARGE DIFFERENTIAL PURPOSES

I. Policy

It is the policy of the Board of Regents of the University of Maryland System to recognize the categories of in-state and out-of-state students for purposes of admission, tuition and charge differentials at those institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state status.

A. Students who are financially independent or financially dependent, as hereinafter defined, shall have their residency classification determined on the basis of permanent residence. For purposes of this policy, a permanent residence is a person's permanent place of abode as determined by the following criteria. Such students will be assigned in-state status for admission, tuition and charge differential purposes only if the student (if financially independent) or the student's parent, guardian or spouse (in the case of a financially dependent student):

1. owns or rents and occupies living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Students who do not have a lease of this type may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made as a consideration for meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse;
2. maintains within Maryland substantially all personal property;
3. pays Maryland income taxes on all earned taxable income including all taxable income earned outside the state;
4. registers all owned motor vehicles in Maryland in accordance with Maryland law;
5. possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law;
6. is registered in Maryland, if registered to vote;
7. receives no public assistance from a state other than the state of Maryland or from a city, country or municipal agency other than one in Maryland; and
8. has a legal ability under federal and Maryland law to reside permanently without interruption in Maryland.

B. In addition to meeting all of the criteria set forth in the preceding section, to qualify for in-state status on the basis of permanent residence, a student or, if the student is financially dependent, the parent, legal guardian or spouse, must have resided in Maryland for at least twelve (12) consecutive months immediately prior to and including the last date available for late registration for the forthcoming semester or session and must have continuously resided in Maryland during that period.

C. If a student is financially dependent, as hereinafter defined, the permanent residence of the parent, guardian or spouse on whom the individual is dependent shall determine in-state status. If a student is financially independent, the permanent residence of the student shall determine in-state status.

D. In-state status based on permanent residence is lost at any time a financially independent student establishes a permanent residence outside the state of Maryland. If the parent, guardian or spouse through whom a financially dependent student has attained in-state status establishes a permanent residence outside the state of Maryland, the in-state status is lost. In each instance, the student will then be assessed out-of-state tuition and charges beginning the next semester or session.

E. In addition, the following categories of students shall have in-state status:

1. a full-time or part-time (at least 50 percent time) permanent employee of the University of Maryland System;
2. the spouse or dependent child of a full-time or part-time (at least 50 percent time) permanent employee of the University of Maryland System;
3. a full-time active member of the Armed Forces of the United

States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person; and

4. a graduate assistant.

F. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition and charge differential purposes.

II. Procedures

A. The date on which conditions for in-state classification must be met is the last published date to register for the forthcoming semester or session. In those instances where an entering class size is established and where an application deadline is stated, institutions may require that conditions for in-state classification be satisfied as of the announced closing application date.

B. A change in status must be requested in writing by a student prior to the last published date of registration in order to be effective for that semester or session. A student applying for a change to in-state status must furnish appropriate documentation as required by the institution.

C. The student must notify the institution in writing within fifteen (15) days of any change of circumstances which may alter in-state status.

D. In the event incomplete, false or misleading information is presented, the institution may, at its discretion, revoke an assignment of in-state status in addition to other disciplinary actions provided for by the institution's policy.

E. Each institution of the University of Maryland System shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the president or designee has the authority to waive any residency requirement as set forth in IA and IB, if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result. Such procedures must provide for appeal to the president or designee of any residency determination using a system-wide petition form (Appendix A). These procedures shall be filed with the office of the chancellor.

III. Definitions

A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian or spouse during the 12-month period immediately prior to the last published date for registration or the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support.

B. Financially Independent: A financially independent student is one who: declares to be financially independent as defined herein; does not appear as a dependent on the federal or state income tax returns of any other person; receives less than one-half of his or her support from another person; and demonstrates that he or she provides, through self-support, one-half or more of his or her total expenses.

C. Parent: A parent may be a natural parent or, if established by a court order recognized under the law or the State of Maryland, an adoptive parent.

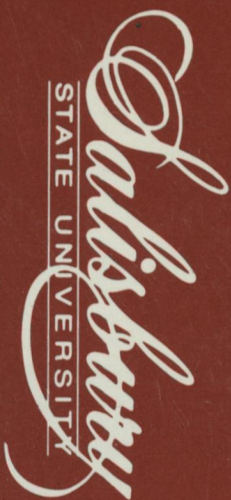
D. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage.

F. Support:

1. Except as set forth in (2) below, support shall mean financial or material support, including gifts, services, and trusts, income or benefits derived from one's family.

2. Support shall not include grants, stipends, awards and benefits (including federal and state student aid, grants and loans) received for the purpose of education or by virtue of an individual's status or prospective status as a student. Such resources shall not be considered in calculating a student's financial dependence or independence.



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